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ABSTRACT

This book presents a report of an evaluative study of an organized study abroad program. The problem addressed in this study is: what is the value of the United States of America/Netherlands Social Studies Student-Teachers Exchange Program 1987 with respect to both product and process? A preliminary literature study about internationalization of education was conducted in order to answer some fundamental questions about study abroad programs in general. The object of the research was a study visit to the United States by Dutch social studies student-teachers that consisted of two parts: (1) a one-week political education program by the Close Up Foundation, and (2) a two-week homestay plus educational activities presented by the University of Arkansas (Little Rock). Research methods used included questionnaires, observation, various reports, and interviews. Student opinions about the Close Up course in general were positive, and opinions about the University of Arkansas course and the homestay in general were mixed. Several recommendations for future efforts may help to improve the exchange program and its evaluation. Fifty-four references are included. The 24 appendices present detailed information about the study including evaluation instruments, various research findings, reports from diaries, and interviews. (AS)

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INTERNATIONAL LEARNING THROUGH AN ORGANISED STUDY ABROAD PROGRAM

Goals, processes and effects of an organised study program in the United States

Report of an evaluation research

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Henk Dekker
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Close Up Foundation

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Henk Dekker
Marga Oostindie

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PREFACE

This book is a report of an evaluative study of an organised study abroad program.
The problem addressed by this research study is: what is the value of the United States of America / Netherlands Social Studies Student-Teachers Exchange Program 1987 with respect to both product and process?
This report consists of three parts.
In the first part are presented the findings of the preliminary literature study about internationalization of education.
In the second part the research plan, the research findings, the conclusions and the recommendations are offered.
The third part includes the appendixes containing the more detailed research findings.
We would like to thank everybody who has contributed to this report.
In the first place we would like to thank the American and Dutch students who provided us with information by filling out forms, giving answers on interview questions, and by writing reports in diary form and learner reports.
In the second place we would like to thank the project administrator, Dan J. Hester (Close Up Foundation), the curriculum coordinator, Tom Sutton (Close Up Foundation), and the university curriculum coordinators, Dr. Walter Nunn and Dr. Harold Vaughn (University of Arkansas in Little Rock).
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We hope that this report may contribute to the optimalization of future United States / Netherlands Youth Exchange Programmes.

0. Introduction

The object of this evaluation research report is an organised study abroad program. That program has been organised as a means of internationalization of education.
In preparing this evaluation research we asked ourselves the following questions:

1. What is 'internationalization of education'?
2. What is an 'organised study abroad program'?
3. What are the motives, aims and goals of 'organised study abroad programs'?
4. In which ways study abroad programs are organised?
5. Have organised study abroad programs been evaluated (what are the objects, the research methods and populations)?
6. Do organised study abroad programs have effects?, and if so, what are these effects?

In order to find an answer to these questions literature has been studied. The results of this literature study are presented in this chapter.

1 Internationalization of education

Internationalization of education will be one of the most important educational innovations in the next decade. In many governmental documents (in the Netherlands, the United States of America and in many other countries) internationalization has been presented as an important policy goal. A lot of institutions, commissions, corporations, organisations and groups are promoting internationalization of education. For example, the Commission on International Education of the American Council on Education. In the report 'What we don't know can hurt us' (1986) this Commission is stating the following. 'It is a truism to state that the world is shrinking, that is becoming more closely intertwined economically, politically, and in security terms. More than at any other time in our history, what we do affects others and what others do affects us. Our scope for independent action in the world is limited. Short of an almost unthinkable international catastrophe, nuclear or economic, the trend toward the mutual dependence of nations is almost certain to continue and intensify. Enhancing our ability to work effectively at the international level, therefore is one of our most pressing national priorities. ...To deal effectively with the multiplicity of problems we face in this shrinking world requires an increasing international competence. ...It calls for the education and training of many individuals who are able to speak other people's languages at a certain level of proficiency, and to understand the true nature of their histories, cultures, goals, aspirations, and their view of their most fundamental interests' (1986, 2).
Internationalization of education includes different educational activities. The first one is introducing international dimensions in the education of one's own country. Means are: foreign language courses; global studies, European studies, American studies, etcetera; comparative studies in one area, for example, social security in several countries; a.o.
The second activity is offering education to foreign students in "regular" schools or in international schools.
The third activity is offering international educational experiences to stu-

dents from one's own country by means of "organised" or "wild" study abroad programs.
This contribution focusses on the third activity, particularly on 'organised' study abroad programs.

2 Organised study abroad programs

Despite tremendous variety among the programs in many respects, organised study abroad programs share certain characteristics in common, according to Opper (1986).

- They are conducted on the basis of negotiated arrangements between a "sending" or "home" institution and a "receiving" or "host" institution.
- These arrangements comprise a certain degree of provision of organisational infrastructure. These can be orientation sessions on prospective host cultures, intensive foreign language training, or academic advisory services.
- They ensure integration of periods abroad within participants' overall educational programs (although the degree and manner in which this is accomplished may vary from one program to the next).
- They facilitate regular, recurrent movements of students abroad, in contrast to once-off occurrences.

An organised study abroad program is an arrangement negotiated between individual institutions (or specific departments therein) whereby students are given the opportunity of spending a part of their education studies at an institution of education abroad (compare Baron and Smith, Eds., 1987, 1). Organised study abroad programs are to be distinguished from other forms of study abroad, for example, ones, whereby students go to study in another country on a completely individual basis.
In Europe there is up till now only a little interest in organised studies abroad programs. About 1 or 2 percent of the European university students participate in such a study. Many of these students are studying in the United States instead of in another European country. In an overview of research about geographic mobility of young people in the Federal Republic of Germany, Weidenfeld and Piepenschneider (1987) mention the following findings. According to a report of the Bundesministerium (1985) 23% of the youngsters is interested in a stay abroad during one or two years in 1983. Fairly interested in it is 41%, not interested is 26%, and totally uninterested is 11%. Compared to findings from 1978 there is a little increase in interest. Another conclusion is: "je höher die eigene Schulbildung und die der Eltern, desto grosser ist das Interesse an einem Auslandsaufenthalt. Unterdurchschnittlich gering ist das Interesse der Arbeitslosen. Mädchen und junge Frauen sind dazu genauso bereit wie Jungen und junge Männer" (1985, 44). According to a report of the Deutsch-Französische Jugendwerk (1985) 3% of the young people in the FRG participated in an international youth exchange program. In a third research (Jugend in Europa, 1982) young people in the age of 17 and 18 year were asked whether they would like to work abroad or not. The answer 'no' is given by 42%. The 22- and 23-year olds are even less willing to work abroad.
Obstacles for students to participate in an organised study abroad program are the following, among others: high costs, language barriers, housing difficulties, a maximum of allowed years to study at one's own university, differences in objectives and contents of the same academic study in different countries, no academic recognition of diplomas and study periods in a foreign country,

international differences in titles, no support by teachers (without any international experience and/or threatened by what the student will know in contrast to what he or she knows), and pressure of teenage and adolescent culture (a trip to Florida is likely more highly evaluated by many American students than a trip to France, according to Wilson, 1985).
Recently in several countries initiatives have been taken encouraging students to participate in an organised study abroad program. For example the "Joint Study Programme", "Comett Programme", "Yes for Europe", and the "Erasmus Project" of the Commission of the European Community, the "Integrated Study Abroad Programme" launched by the German Academic Exchange Service, the Swedish "Internationalising Higher Education Scheme", and the "President's International Youth Exchange Initiative" in the United States of America.
Despite these initiatives, the opportunities for realizing organised study abroad programs and by that for realizing internationalization of education are limited, however.
Often the programs have to be extra-curricular, and financed by non-education institutions.

3 Motives, aims and goals of organised study abroad programs.

The motives given in literature (for example, Meijerink, 1984) for internationalization of education (by means of an organised study abroad program) are the following.
In the first place: an improvement of students' career prospects. The expectation is that students with international experiences have more chance of getting a high powered job than students without such experiences. With respect to business personnel the following observations are made: the still growing importance of international trade, the considerable diversity in legal, economic, social and business traditions, the fact that business personnel do have to operate across national frontiers more and more and that as a result business personnel need certain capacities to function in an international environment. As far as researchers and university teachers are concerned, it is stated that an organised study abroad program is an excellent way to examine a discipline from an number of different angles. As far as primary and secondary school teachers are concerned, the following observations are made: the growing internationalization of social and political issues, and the fact that teaching about the international aspects of these issues requires certain knowledge, insights, attitudes and skills. International experiences of the prospective employees can be seen by employers as a mark of an excellent education.
In the second place organised study abroad programmes are socially and politically motivated. On the one hand more favourable opinions and attitudes with respect to global cooperation are expected. Strong nationalistic feelings, ethnocentrism, prejudices with respect to people in other countries are considered to be opposite factors toward global cooperation. The expectation is that international experiences will decrease these attitudes. Exchanges may contribute to more communication between the peoples of different countries resulting in more mutual understanding which is helpful for security, "detente" and peace. On the other hand more favourable opinions and attitudes with respect to the host country are intended and expected. In the report of the Commission on International Education of the American Council on Education (1986) it is stated that 'international educational exchange programs are one

of the most effective ways to enhance our own knowledge and understanding of other nations, whether Americans are being sent abroad or foreigners are being brought to the United States. At the same time, such programs give current and future foreign leaders direct, and often their only, contact with U.S. values, institutions, and citizens'. In the same report the following quotation of Abelson, editor of Science, is given. 'I have repeatedly encountered scientists who have spent a year or more in the United States. Their friendliness has been most heartwarming. These people have often been successful in science and, in addition, have reached important positions in their homelands. All too frequently, around the world the United States is lied about or criticized unfairly. Our scientist friends quietly help to limit the damage from such propaganda. They are some of the best ambassadors of goodwill for this country' (Science, November 19, 1982).

In the third place there is an economic motivation. Big corporations and international institutions need an internationally oriented staff. Self evidently these corporations and institutions prefer an international training provided by school instead of having to organize and/or to pay for such a training by these institutions themselves.

In the fourth place there is a pedagogic motivation. In some publications the hope is expressed that a study abroad program is helpful for individual development, for 'personal maturity'.

In the fifth place there is a didactic motivation. An expected benefit of international exchange is that a person who knows something about another country from having lived there and who has become 'cross-culturally aware', is a valuable resource for the education of others. Exchange students can play a role in enriching the school's curriculum, for example, by his or her contribution to discussions about the host country, by assisting foreign students at their school, and by organizing special international projects. (A survey, named by Wilson (1985), showed that only 50% of the exchange students had talked with teachers about their experiences more than three times, however).

In the Study Abroad Evaluation Project, SAE Project, (Baron, Smith, 1987) the directors of all study abroad programs under investigation of 26 institutions have been asked to fill in a questionnaire and have been interviewed about, among others, objectives and expected impacts of study abroad programs (response: 100%). They have been asked which objectives of study abroad programs in their opinion are 'very important'. Most frequently they named enhancing foreign language proficiency (87%). Secondly: train to function in an international/European environment (80%). Thirdly: individual personality development (76%). Fourthly: jobs, better position in professional sector (70%). Fifthly: learn facts about other cultures and countries (62%). Sixthly: study academic content not available at home institutions (22%). And finally: raise students' general academic level (22%).

The program directors have been asked which impacts of study abroad they expect as well. The most frequently expected impacts are: improved communications with foreigners, enhanced awareness of international dimensions of a subject area, improved oral/aural foreign language proficiency, individual development, enhanced career prospects, and improved knowledge of the host country. The second position is for improved written foreign language proficiency, acquaintance with different scholarly approaches, enhanced awareness of need for international understanding, and an increased belief in need for European integration. The less frequently expected impacts are: enhanced understanding of the home country, improved academic performance, and acquaintance with subjects not offered at the home institution.

In the SAE Project all students going abroad during the academic year 1984/1985 (within the framework of the programs covered by the research) were send questionnaires immediately prior to their departure (response: 70% : 247). They were asked which motives they had to go abroad. The findings are the following ones. The most important motive for the students to study abroad is: better knowledge of a foreign language. The second most important motive is the desire to live and make acquaintances in another country. A prominent position in the order of motives for studying abroad is also given to the expectations of improved career prospects. Motives relating to the contents and methods of studies are comparatively of lesser importance to the students. Interestingly enough the desire to become acquainted with other teaching methods does play a relatively important role, among well before the desire to become acquainted with subject matters not offered at the home institution. In comparative terms social science students pin few hopes on studying abroad as a means of improving their career and employment prospects. In their case a relatively strong motive is their interest in the host country, and the desire to travel and to live in another country. Law students have the greatest expectations about improving their career by means of studying abroad.

Goals of an organised study abroad, given in literature, are the following, among others:

- knowledge and insight with respect to international dimensions of the students' subject areas, scientific theories and research in other countries, and cultural differences.
- opinions about aspects of other countries and the own country.
- attitudes, for example, openness toward foreign countries and foreigners, adaptation of cultural differences, overcoming parochialism, interest in cultural, social, economic, and political developments in other countries, interest in international and global affairs, tolerance with respect to people in other countries as well as with respect to minorities in one's own country, "cross-cultural awareness", the willingness to look for a job outside the country, awareness and appreciation of other cultures.
- skills, for example, an enhancement of foreign language proficiency, a sharpening of communicative abilities in general, and travel skills.

A lot of these goals are multi-interpretable. Mostly they have not been translated in more concrete objectives.

An example of an effort to do this offers Hanvey. Hanvey, named by Wilson (1985) distinguished four levels of "cross-cultural awareness". The first level is an readiness to respect, to accept and a capacity to participate. "A two-week trip to Europe as a tourist (from the U.S.A.) rarely leads to real cross-cultural awareness, but rather is a tasting party of a smorgasboard of delights and irritations, because of missing respect and participation" (1985,6). The second level is awareness of significant and subtle cultural traits that contrast markedly with one's own, discovered in a conflict situation which is frustrating. Level three is awareness of significant and subtle cultural traits that contrast markedly with one's own, which through intellectual analysis become believable. Some exchange students, through their immersion in another culture, may have begun to understand how another culture feels from the viewpoint of an insider, level four of cross-cultural awareness. "So the exchange student living in a midwestern town (in the US) finds the lack of public transportation frustrating and the dependence on fast food irritational at first, but eventually accepts the American love affair with automobiles and McDonalds' french fries as all right for Americans. At level four, he may get hooked on the french fries, but even so, is glad to buy real French bread back home in Paris". (1985,6)

Table 1: Comparisons of students' reasons to study abroad, with objectives of study abroad programmes and expected impacts specified by program directors (in rank scores)

Reasons	Students' Reasons (Table III/10) (Rank)	SAP Objectives (Programme Directors Table IV/1) (Rank)	SAP Expected Impacts (Programme Directors Table IV/2) (Rank)
Use/improve foreign language	1 (of 12)	1 (of 7)	3=7 (of 13)
Make acquaintance from other country	2 (of 12)	-	-
Improve career prospects	3 (of 12)	4 (of 7)	3 (of 13)
Enhance understanding of host country	4 (of 12)	5 (of 7)	3 (of 13)
Desire to travel	5 (of 12)	-	-
Gain perspective on home country	6 (of 12)	-	11 (of 13)
Acquaint with teaching methods other than at home institution	7 (of 12)	-	7 (of 13)
Break from usual surroundings	7 (of 12)	-	-
Expect student would get better marks	9 (of 12)	6 (of 7)	12 (of 13)
Acquaint with subject matter not taught at home institution	10 (of 12)	6 (of 7)	13 (of 13)
Other friends were going	11 (of 12)	-	-
Establish ties with ethnic heritage	11 (of 12)	-	-

Source: Baron, B., Smith, A., (Eds.), 1987.

4 Ways of organising study abroad programs.

In the way studies abroad programs are organised the following differences have been found in literature.
In the first place there are differences in the preparation of the organized study abroad. Some sending institutions offer no preparation. Other sending institutions offer their students foreign language courses, introductions in cultural, social, economic an political developments in foreign countries and/or introductions in European, American and/or global studies.
Secondly there is a difference between courses of study, organised for individuals or for groups. Some education institutions send (or host) individual students to (or from) other institutions. Other institutions send (or host) groups of students.
In the third place there are differences in the curricula of the host institutions. Some institutions offer students regular courses. Other institutions offer special courses (as well as regular courses) for foreign students.
In the fourth place there are differences in the housing of the students at host institutions. Some institutions offer student houses. Other institutions offer a homestay, living in with a foreign student and his or her brothers, sisters and/or parents.

Finally, the student exchange programs should be mentioned. In this case two (or more) institutions organise special international programs for groups of students from both institutions at the same time for a certain period (for example for two three weekperiods).
In the SAE Project, students were asked, prior to leaving to study abroad: What was it about this particular means of going to study abroad which appealed to you most? Sixteen aspects were pre-provided and students were asked to mark up to five of them. "Receipt of full credit" came numerically on the top of the list (52%). The conviction that the content of the courses to be taken abroad was particularly well suited to the students academic needs, came in the third place (41%). The highly organised character of the study abroad program concerned was the fourth most popular aspect (40%). (Baron, Smith, 1987, 161).

5. Evaluation of organised study abroad programs; objects, methods and respondents.

Only a few evaluation research reports have been found. Opper (1986) and Baron and Smith (1987) published some findings of the "Study Abroad Evaluation Project". This project has been conducted under the overall coordination of the European Institute of Education and Social Policy. Totally 116 study abroad programs offered by 49 higher education institutions in the Federal Republic of Germany, France, Sweden, the United Kingdom and the United States have been evaluated. From these 116 programs 38 programs form the basis for the analysis. The following three areas have been investigated. The first area is the study abroad program as such, taking into account such aspects as: during which period and for how long are students send abroad; what are the most important objectives; to what extent do students receive academic credit for a study abroad; are extra costs involved for organized study abroad programs? The second one is formed by the students participating in a study abroad, in particular their educational motives and patterns of study, their social and educational background, their expectations and experiences while abroad, etcetera. The third area is formed by the impacts of study abroad on participating students. In order to find an answer on these questions among others a questionnaire has been addressed to the directors of all study-abroad programs under investigation, interviews have been conducted at each of the institutions of higher education, and questionnaires have been send to all students going abroad in 1984/1985 immediately prior to their departure and some weeks after their return. The time between late 1983 and early 1986 is the period of data collection. The data obtained by the post-study abroad questionnaire about the effects of study abroad have not been published up till now.

6 Effects of organised study abroad programs.

Wilson (1985) published an overview of evaluation research carried out in the United States. Findings from two recent studies point out that: 'awareness and appreciation of host country and culture, foreign language appreciation and ability, understanding other cultures, and international awareness are the characteristics in which exchange students show the most growth as compared to

non-traveled students" (1985,5). "Understanding other culture" is defined as "interest in learning about other people and cultures; ability to accept and to appreciate their differences", "International awareness" is defined as "an understanding that the world is one community; a capacity to empathize with people in other countries; an appreciation of the common needs and concerns of people of different cultures". The average increase on "understanding other cultures" and "international awareness" was less than half that of "awareness an appreciation of host country and culture characteristics", but still significant compared to non-traveled students.
Wilson (1985) asks special attention to the observation that students who have lived overseas have difficulties in "passing on" the experience often. Students who had spend the summer in Japan were asked to list examples of what they considered silly questions and stereotype comments about their exchange experience and to describe their responses to those questions and comments. Analysis of the questionnaires led to the development of four categories of questions and comments: Chinese-Japanese confusion, broad neutral questions, stereotype questions and anti-Japanese comments. Out of the responses five categories seemed to emerge: telling the facts, speaking positively, using humour, feeling angry/frustrated, and recognizing cultural relativism. More than half the questions and comments which students listed were answered in the first mode, telling the facts. The exchange students have "role involvement" in the subject; they know from first-hand experience. In the study, the mode of response with the most potential for helping exchange students act as "bridges between cultures" and encouraging "cross-cultural awareness" is "recognizing cultural relativism". The following example is given. The question was: Do Japanese wear normal clothes? An American exchange student gave the following answer: "They wear a lot of the same clothes Americans wear. Sometimes people, especially older people, wear Japanese kimonos, but mostly just for festivals. Our clothes are not right or correct or normal. You were just raised differently and not knowing any other way makes you think you're normal. What if you were born in Japan or elsewhere?"

7 SUMMARY

What is "internationalization of education"? Answer: a set of three educational activities: introducing international dimensions in the education of the own country, offering education to foreign students and offering international educational experiences to students from the own country by means of organised study abroad programs.
What is an organised study abroad program? Answer: an arrangement negotiated between individual education institutions whereby students are given the opportunity of spending a part of their education studies at an institution of education abroad.
What are the motives, aims and goals of organized study abroad programs? Answer: Motives cited in literature are: individual development of the exchange students, exchange students can be valuable resources for the education of others, an improvement of exchange students' career prospects, the formation of internationally oriented staffs of multinational corporations and international institutions, and more mutual understanding between people which is helpful for more cooperation between countries. In research directors of study abroad programs, cited most frequently the following motives: an enhancing of foreign language proficiency, to live and make acquaintances in another

country and an improvement of career prospects. The goals which are named for organised study abroad programs are mostly multi-interpretable. For example the following attitudes: "openness towards other countries and foreigners", and "tolerance with respect to people in other countries and adaptation of cultural differences"

How are study abroad programs organised? In literature the following differences have been found: preparation or no preparation by the sending institutions, group or individual organised study abroad programs, regular or special courses for foreign students at the host education institution, housing of foreign students in student houses or a homestay, living in with one student (and his or her parents), and a common program or not a common program for the students of both the sending and host education institution.

Have organised study abroad programs been evaluated?, and if so, how have they been evaluated (what are the objects, research methods, and populations)? Only a few evaluation research reports have been found. Objects of research which has been carried out, are: the study abroad program as such (goals, contents, duration, way in which it is organized, costs, credit points), opinions and expectations about the program of directors of study abroad programs, opinions and expectations about the program of student participants, and the effects of the study abroad program on the student participants. Methods of research which are used are: content-analyses of documents, interviews, and data-collection by means of a questionnaire to be filled in by the students. Respondents from which data has been collected are: directors of organised study abroad programs and the student participants.

Do organized study abroad programs have effects?, and if so, what are these effects? Again only a few evaluation research reports have been found. In evaluation studies in the United States of America it is found that awareness and appreciation of host country and culture, foreign language appreciation and ability, understanding other cultures, and international awareness are the characteristics in which traveled students show the most growth as compared to non-traveled students.

From the literature study we got the following recommendations for our evaluation research study:

- objects: the organised study abroad program as such, the expectations of the program administrator, the opinions of the participants about the program, and the effects of the program.
- methods: content-analysis of documents, interviews and a survey.
- respondents: program administrators, participants.

1. RESEARCH PLAN

1.0. Introduction

Object of the research is a study visit to the United States of America by Dutch social studies student-teachers in the summer of 1987.
The study visit consisted of two parts: a political education program realized by the Close Up Foundation in Washington DC during one week, Close Up course, and a homestay plus educational activities organized and realized by the University of Arkansas in Little Rock (UALR course) during two weeks.
The program is described in appendix 1. Reports in diary form written by the participants have been copied in appendix 23.
The whole program was offered not only to Dutch students but also to US students. The students of both nations formed one group during the whole period of three weeks.
The research is ordered by the United States Information Agency. This Agency financed the most of the costs of the study visit. This researchplan consists of the following parts: the statement of the research problem, a description of the acquisition of the data, a description of the processing of the data, and a description of the population.

1.1. Statement of the research problem

Evaluation means literally: to determine the value. Educational evaluation means: to determine the value of education.
Evaluation of education comprises the acquisition of data related to education, and the assessment of the data obtained according to criteria which have been determined in advance.
The data which are acquired and assessed have a bearing upon the product and/or the process. Product evaluation of education is the determination of the value of that education on the basis of what the participants in it have learned from it. Process evaluation of education is the determination of its value on the basis of what the participants think about it. Product and process evaluation are complementary to one another; if the conclusion yielded by the product evaluation is a disappointing one, the process evaluation can provide an indication of the causes of this disappointing result.
So, the research problem of this research is: what is the value of the United States/Netherlands Social Studies Student-Teachers Exchange Program 1987 with respect to both product and process?
The following partial research problems have been derived from this research problem statement.

1. Which goals of the Program are realized and which are not?
2. What unintended expected and unexpected effects does the Program have?
3. What do the participants think about the Program?

1.2. Acquisition of data

In order to find answers to these questions, eight research methods are elaborated and used:

- in the service of the partial research problem 1:
  a. the filling-in of a product evaluation questionnaire by the US and Dutch students, previous to, during, and at the end of the Program;
  b. the carrying out of systematic observations by the researchers during the workshops and seminars;
- in the service of the partial research problem 2:
  c. the filling-in of a product evaluation questionnaire by the US and Dutch students, previous to, during and at the end of the Program.
  d. the writing of a 'learner report' for each day segment of the Program, by at least one US participant and one Dutch participant for each segment;
  e. the conducting of partly structured interviews by the researchers with at least four US participants and four Dutch participants;
- in the service of the partial research problem 3:
  f. the writing of a diary report for each day-segment of the Program, by at least one US participant and one Dutch participant for each daysegment;
  g. the filling-in of a process evaluation questionnaire by the US and Dutch participants following crucial workshops and seminars in Washington DC and after the program in Little Rock;
  h. the conducting of half structured interviews by the researchers with at least four US participants and four Dutch participants;
  i. the recording by the researchers of the evaluative remarks made by the US and Dutch participants during the workshops and seminars;
  j. a sticker parade by all the participants at the end of the program in Washington DC.

The product evaluation questionnaire has been developed in the following way. First, the goals of the Program are tracked down by means of an analysis of documents supplied by the Close Up Foundation, among others the Proposal from the Close Up Foundation to the United States Information Agency for the United States/Netherlands Exchange Program 1987, and by means of an interview held with the Curriculum Coordinator and Program Escort of the Close Up Foundation. The goals thus abtained are then ordered into five categories: knowledge and insight, opinions, attitudes, skills and behaviour. Next, a selection is made from the goals on the basis of the priority named by the interviewed Curriculum Coordinator and the criterium of relevance to a democracy (appendix 2). The selected goals are presented in scheme 1.

Scheme 1: Goals of the three parts of the Program

Goals:	Preparation	Close Up course	UALR course + homestay
A knowledge and insight with respect to			
. the political system of the USA	*	*	
. political processes in the USA	*	*	
. an important actual political problem in the USA	*	*	
. the foreign policy of the USA	*	*	
. American state politics			*
. American local politics			*
. American daily life			*
. American culture			*
. education system in the USA	*		*
. social studies in the USA	*		*
B an opinion about			
. the political system of the USA		*	
. political parties in the USA		*	
. the foreign policy of the USA		*	
C attitudes			
. interest in politics in the USA	*	*	*
. interest in the US foreign policy	*	*	*
. interest in social issues in the USA		*	*
. identification with a political party	*	*	*
. sense of political efficacy	*	*	*
. willingness to participate in politics	*	*	*
D skill in			
. asking questions to politicians		*	*
E political participation			
. in general	*	*	*
. with respect to politics in the USA	*	*	*

Finally, the first three categories of goals and the last one are operationalized, using existing questions, statements and observation rating codes which are used in other investigations and which have been tested for reliability to as great an extent as possible (Baehr, 1978; Eggen a.o., 1981; Irwin a.o., 1977; Wurtz a.o., 1985; Van Dellen a.o.; 1977, Elsinga, 1985). The result, the product evaluation questionnaire, is presented in appendix 4. (4) The selected goals are number(s) of questions in the product evaluation questionnaire are presentend in scheme 2.

Scheme 2: goals of the Program and the number(s) of question(s) in the product evaluation questionnaire (pdq) and in the UALR process evaluation questionnaire (UALR pcq)

goals	number of questions in pdq	in UALR pcq
A knowledge and insight with respect to		
. the political system of the USA	51,52,54,56	
. political processes in the USA	53,55,57,58,59	
. an important actual political problem in the USA	60,61,62	
. the foreign policy of the USA	63,64,65,66,67	
. American state politics		7
. American local politics		8
. American daily life		11
. American culture		6
. education system in the USA	76,77,78,79,80,81	
. social studies in the USA	82,83,84,85	
B an opinion about		
. the political system of the USA	50	
. political parties in the USA	46,47	
. the foreign policy of the USA	48,49	
C attitudes		
. interest in politics in the USA	27,29	
. interest in the US foreign policy	33	
. interest in social issues in the USA	32	
. identification with a political party	38,39,40	
. sense of political efficacy	37,45	
. willingness to participate in politics	42,43,44	
D skill in		
. asking questions to politicians	observation	
E political participation		
. in general	13,14,15,16,17,18,19,20,41	
. with respect to politics in the USA	21,23,25	

Some of the named goals in the domain of knowledge have not been operationalized in the product evaluation questionnaire. This is due tot the fact that the UALR course was not yet ready at the time the questionnaire had to be composed. In stead of product-questions the participants are asked to express their own opinion about how much they learned about American state politics, local politics, American daily life and American cultures, in the proces evaluation questionnaire filled in at the end of the Program.
The product evaluation questionnaire consists of not only questions derived from the goals of the program but also of questions concerning personal data, other political attitudes and behaviour, and the student's political socialization. The questions about personal data, are asked to discover similarities and differences between the two subgroups, the American and Dutch participants. The questions about other political attitudes and behaviour are asked to study unintended though expected

effects. These effects are: interest in politics in the Netherlands, interest in politics in other countries, nationalism, attitude towards the Netherlands resp. the United States, and political participation with respect to politics in the Netherlands. The questions about the political socialization of the students invite the students to describe the influence of the program on their political knowledge, opinions and interest, compared to other socialization agents, directly.
The achievements of the fourth categorie of goals, the skills, has been investigated by means of observations. In order to have this take place systematically, a model has been developed (appendix 5).
In order to track down the unintended effects of the program, the students have written 'learner reports' (De Groot, 1978). Standard sentences have been formulated as aids in writing these reports (appendix 6). In order to track down the unintended effects of the program, the students are interviewed as well. For this partly structured interview standard questions are formulated (appendix 7). Finally for this purpose some questions have been formulated in the product evaluation questionnaire (see above).
For the process evaluation, instructions have been formulated for the diary entry (appendix 8), a process evaluation questionnaire has been developed (appendix 9); interview questions have been formulated (appendix 7), a list has been drawn up of points to consider in recording the proceedings of the workshops (appendix 10); and an instruction has been prepared for the sticker parade (appendix 11).

Scheme 3: various other variables and the number of question(s) in the product evaluation questionnaire

variables	number of questions
F personal data	01,02,03,04,05,06, 07,08,09,10,11,12
G political socialization	30,31,68,69,70,71, 72,73,74,75
H unintended though expected effects	
. interest in politics in the Netherlands	26,38
. interest in politics in other countries	36
. nationalism	34
. attitude towards the US resp. NL	35
. participation with respect to politics in the Netherlands	21,22,24

The achievement of the fifth category of goals, the political participation, has not been investigated. Only the political participation at the beginning of the program is studied. To investigate changes in political participation, a possible long term effect of the program, a longitudinal research is needed. The facilities for such a research are not available at this moment.
In scheme 4 the acquisition of the data is summarized.
The time spent to the evaluation

- by the students is: 300 minutes
  (filling-in a product evaluation form: 3x40 minutes; making a report in diary form: 2x15 minutes; making a learner report: 2x20 minutes, one interview of 20 minutes, filling in a process evaluation form: 10x5 minutes, sticker parade: 1x40 minutes).
- by the first researcher is: 12 weeks, and by the second researcher is: 6 weeks.
  (preparing the research: 1x3 weeks resp. 1x0,5 week; acquiring the data: 1x3, 1x3 weeks; processing the data: 1x4 weeks resp. 1x2 weeks; reporting the data: 1x2 week, 1x0,5 week).
- by the typist, is: 140 hours.

As part of the program the evaluation took: 210 minutes (filling-in a product evaluation form: 3x40 minutes, filling-in a process evaluation form: 10x5 minutes, sticker parade: 1x40 minutes).

Scheme 4: acquisition of the data

data sought	methods	popu-la-tion	points in time with respect to the program				
			before C. Up	during C. Up	end C. Up	during UALR	end UALR
-product evaluation:							
-goals							
.knowledge, opinions, attitudes, behaviour	-product evaluation questionnaire	whole	x		x		x
.skills	-observation	whole		x			
-unintended effects	-learner report	part		x		x	
	-interview	part		x		x	
	-product evaluation questionnaire	whole	x		x		x
-process evaluation:							
-program segments	-diary report	part		x		x	
	-proces evaluation questionnaire	whole		x			x
	-interview	part		x		x	
	-recording the proceedings	part		x			
-entire program							
.Close Up course	-sticker parade	whole			x		
.UALR course + homestay	-process evaluation questionnaire	whole					x

The various methods of data acquiring are used at different times. In scheme 4 an overview is given. Special attention is required for the product evaluation questionnaire. This method is applicated at three different points in time. The first time (I) is just before the start of the Close Up course. The second time (II) is at the end of the Close Up course, just before the start of the University of Arkansas in Little Rock (UALR) course and the homestay. The third time (III) is at the end of the UALR course and the homestay.

1.3. Data processing

The data obtained via the product evaluation questionnaire, the process evaluation questionnaire and the sticker parade are processed quantitavely. The data from the remaining sources is processed by means of a systematic content analysis, so more qualitatively, followed by a quantification.
The data obtained via the product evaluation questionnaire are processed by making indexes for each of the evaluation goals. Firstly indexes are made per student. Secondly indexes are made for the two subgroups. For instance: the interest in politics in the USA. Two questions have been formulated to evaluate this goal. Totally the respondents could get five points two times. The maximum score for each index is 10. Motivation: a quick and simple comparison is possible. Finally indexes are made for the group as a whole. The construction of the indexes is presented in appendix 12.
Many of the evaluation data obtained are quantitive in nature. A quantitative criterium is a logical choice for their assessment. This criterium comprises a minimum boundary. An answer to a question is judged to be changed if the number of that answers lies above this boundary. The minimum boundaries is indicated in the following two ways:
- an absolute minimum boundary, indicating a sufficient level of knowledge, amount of opinions, attitudes and behaviour: the attaining of the goals absolutely;
- a relative minimum boundary, indicating significant changes of levels of knowledge, amount of opinions, attitudes and behaviour: the attaining of the goals relatively.

The absolute minimum boundary is a score of 6.0. A goal is realized by the program if the indexscore before the program (I) is less than 6.0. and after the program (III) at least 6.0. (A goal is realized already before the program if the indexscore of I is at least 6.0. A goal is not realized by the program if the indexscore of I is less than 6.0 and the one of III is less than 6.0 as well).
The relative minimum boundaries are the following ones:
- a change: a change of indexscore of at least 0.5 to 1.4;
- a big change: a change of indexscore of at least 1.5 to 2.4;
- a remarkably big change: a change of indexscore of at least 2.5.

1.4. Population

The population of the investigation consists of the 14 Dutch students and the 16 US students who took part in the evaluated program.
By means of the product evaluation questionnaire, the process evaluation

questionnaire, the observations and the sticker parade, data have been obtained from the whole population. The dairy reports and the learning report yield data relating to certain segments of the program. They have been provided each time by at least one Dutch and one US student. When combined, however, data have been acquired relating to the entire program and the whole population. The interviews and the reports of the proceedings offer data from certain members of the population.

2. RESEARCH FINDINGS

2.0 Introduction

In this chapter are presented the findings of the evaluation research.
Some information about the participants (respondents) will be given first (2.1).
Secondly the answer to the following question will be presented: which goals of the Program have been realized and which have not? The following aspects will be considered: the intended effects of the Close Up Course (2.2), the intended effects of the University of Arkansas Course and the Homestay (2.3), the intended effects of the Close Up Course in combination with the University of Arkansas Course and the Homestay (2.4), an overview of the realized and unrealized goals (2.5), and finally the perception by the participants of the Program as a political socialization agent (2.6).
Thirdly the answer will be given to the following question: what unintended effects has the Program had? Both the unintended though expected effects (2.7) and the unintended and unexpected effects of the Program (2.8) will be reviewed.
Fourthly the answer to the following question will be provided: what do the participants think about the Program? (2.9).
Finally the conclusions will be presented (2.10).
Only the main findings will be presented in this chapter. More detailed research data are offered in the appendixes.

2.1 Respondents

The group of Dutch students consists of 6 men and 8 women. They are students from the State University in Groningen in the Netherlands. Their fields of study are: history (5 students), sociology (3), pedagogy (3), antropology (2), political science (1), and theology (1). All are taking the social studies teacher training course as well. The average number of years that they have completed at the university is 6.1 . The average age is 24.8 . Most of the students are living alone (6) or are living with a partner (4). The social economic status of the parents is mostly "low". Most of the students (12) don' t consider themselves to be affiliated with a religious denomination. All the students have previously visited one or more foreign countries. The average number of foreign countries, they have visited is 6. Four students are members of a political party. If elections were held for the Second Chamber in the Netherlands, 10 students would vote for a "leftist" political party. If elections were held for the House of Representatives in the United States, and if the Dutch students had the right to vote, 5 students would vote for the Democratic Party (the others don't know or have no opinion). The score on the index of political participation is 5.2 .
The group of American students consists of 5 men and 11 women. Most of the students are from the University of

Arkansas in Little Rock. Their fields of study are political science (5 students), international relations (3), history (3), marketing (2), law (1), psychology (1), geography (1), art (1), Spanish (1), and mass communication (1). None is taking the social studies teacher training course. The average number of years that they have completed at the university is 2.8 . The average age of the students is 21.5 . Most of the students are living with their parents (7) or with a partner (7). The social economic status of the parents is mostly "middle" (8) or "low" (6). Most of the students (14) consider themselves to be affiliated with a religious denomination and are attending church services once a week (7) or once or twice a month (5). Half of the group has ever been to a foreign country. The average number of foreign countries they have visited is 2. Four students are members of a political party. If elections were held for the House of Representatives, 1 student would vote for the Republicans, 8 students for the Democrats (the others don' t know or have no opinion). The score on the index of political participation is 3.6 .

2.2 Intended effects of the Close Up Course

The intended effects on the Dutch students of the Close Up Course were the following ones:

- more knowledge of the US political system, much more knowledge of political processes in the US, considerably much more knowledge of SDI, and considerably much more knowledge of US foreign policy;
- no change in the number of opinions about the US political system, an increase in opinions about US political parties, and no increase in opinions about the US foreign policy;
- no increase in interest in politics in the US, US foreign policy and US social issues, no greater identification with a political party, a greater sense of political efficacy, and no increased willingness to participate in politics.

The Close Up Course had the following effects on the American students :

- much more knowledge of the US political system, much more knowledge of political processes in the US, more knowledge of SDI, and considerably much more knowledge of US foreign policy;
- no change in the number of opinions about the US political system, fewer opinions about the US political parties, no increase in the number of opinions about US foreign policy;
- more interest in politics in the US, more interest in US foreign policy,more interest in US social issues, less identification with a political party, no enhanced sense of political efficacy or willingness to participate in politics.

It was impossible to make a sufficiently extensive study of the skill "asking questions to politicians" , for the following reasons : only seven seminars could be observed ;

there was no opportunity for asking questions in all the seminars, and the amount of time available for asking questions differed from one seminar to another. It was therefore impossible to conclude whether or not this goal has been realized.

2.3. Intended effects of the UALR Course and the Homestay

The UALR Course and the Homestay had the following effects on the Dutch students :

- considerably much more knowledge of the US education system, and more knowledge of social studies in the US;
- an increased interest in politics in the US, no increased interest in the US foreign policy and US social issues, less identification with a political party, no more sense of political efficacy, a greater willingness to participate in politics.

The UALR Course in combination with the Homestay had the following effects on the American students :

- much more knowledge of the US education system, no more knowledge of social studies in the US;
- no increased interest in politics in the US, less interest in US foreign policy and US social issues, no increase in identification with a political party, sense of political efficacy or willingness to participate in politics.

In the process evaluation questionnaire, filled out at the end of the UALR Course and the Homestay, the students were invited to say whether they had learned a lot, something, very little or nothing about American culture, American state politics, American local politics and American daily life.
During the UALR Course, 9 Dutch students report having learned 'a lot' about American culture. The others, 5 students, had learned 'something' about American culture.
One Dutch student had learned 'a lot' about American state politics, 4 Dutch students had learned 'something', 8 students had learned 'very little', and 1 Dutch student had learned 'nothing'.
With respect to American local politics 0 Dutch students had learned 'a lot', 7 students had learned 'something', and 7 students had learned 'very little'.
Eleven Dutch students also report having learned, during the homestay 'a lot' about American daily life, and 3 students had learned 'something' about that daily life.
During the UALR Course, 3 American students reported having learned 'a lot' about American culture, 6 students had learned 'something', and 2 students had learned 'very little'. Two students reported having no opinion.
One American student had learned 'a lot' about American state politics , 6 learned 'something', 3 learned 'very little', and 3 students learned 'nothing'.
Two American students had learned 'a lot' about American local politics , 7 had learned 'something', and 3 American

Tabel 2: Index: knowledge of US politics

Scores	Dutch students			US students		
	I	II	III	I	II	III
Goals	N=14	N=14	N=14	N=12	N=12	N=12
Knowledge of						
-US political system	6.4	7.5	8.1	6.2	8.3	7.8
-US political processes	3.6	5.4	5.9	3.7	5.3	5.4
-US political problem	4.6	7.3	7.9	3.1	3.8	3.4
-US foreign policy	5.1	8.1	7.9	4.1	7.1	6.7
Total	4.9	7.1	7.4	4.3	6.1	5.8

Tabel 3: Index: opinions about US politics

Scores	Dutch students			US students		
	I	II	III	I	II	III
Goals	N=14	N=14	N=14	N=12	N=12	N=12
An opinion about						
-US political system	10.0	10.0	10.0	10.0	10.0	10.0
-US political parties	3.6	4.3	2.9	5.0	4.2	4.2
-US foreign policy	6.9	6.9	6.9	7.1	7.4	7.4
Total	6.8	7.1	6.6	7.4	7.2	7.2

Tabel 4: Index: interest and other attitudes

Scores	Dutch students			US students		
	I	II	III	I	II	III
Goals Attitudes	N=14	N=14	N=14	N=12	N=12	N=12
-interest in US politics	7.2	7.2	7.7	8.3	8.9	9.1
-interest in US foreign policy	5.9	6.1	5.7	7.1	7.8	7.3
-interest in US social issues	5.1	5.4	5.6	6.1	7.0	6.5
-political party identification	4.9	5.1	4.6	4.3	3.6	3.3
-sense of political efficacy	7.9	8.6	8.6	9.6	9.6	9.6
-willingness to political paticipation	5.6	5.6	6.1	6.4	6.1	6.1
Total: interest	6.1	6.2	6.3	7.2	7.9	7.6
Total: other attitudes	6.1	6.4	6.4	6.8	6.4	6.3

students had learned 'very little' (and 1 American student had no opinion).
The question about the daily life was not answered by the US students.

2.4 Intended effects of the Close Up Course, the University of Arkansas in Little Rock Course and the Homestay.

The effects on the Dutch students of the Close Up Course, the University of Arkansas in Little Rock Course and the Homestay were the following:
- much more knowledge of the US political system, much more knowledge of US political processes, considerably much more knowledge of SDI, and considerably much more knowledge of US foreign policy;
- no change in the number of opinions about the US political system, fewer opinions about the US political parties, no increase in opinions about US foreign policy;
- a greater interest in politics in the US, no more interest in US foreign policy, a greater interest in US social issues, no increase in identification with a political party, an enhanced sense of political efficacy, and a greater willingness to participate in politics.

The Close Up Course and the UALR Course in combination with the Homestay had the following effects on American students :
- more knowledge of the US political system, more knowledge of US political processes, no more knowledge of SDI, and considerably much more knowledge of US foreign policy;

Tabel 5: Index: knowledge of US education

Scores	Dutch students			US students		
	I	II	III	I	II	III
Goals	N=14	N=14	N=14	N=12	N=12	N=12
Knowledge of						
- US education system	5.6	-.-	8.3	5.3	-.-	7.0
- US social studies	0.6	-.-	1.8	0.3	-.-	0.4
Total	3.1	-.-	5.0	2.8	-.-	3.7

- no change in the number of opinions about the US political system, fewer opinions about the US political parties, and no increase in opinions about US foreign policy;
- a greater interest in politics in the US, no increased interest in US foreign policy and US social issues, less identification with a political party, no enhanced sense of political efficacy, no greater willingness to participate in politics.

2.5 Realized and unrealized goals

To answer the first partial research question a comparison has been made of the answers of the participants in the product evaluation questionnaires, filled in at the very beginning of the Program (the Close Up Course) and filled in at the end of the Program (the UALR Course and Homestay).
The findings are the following :
-In the domain of knowledge and insight : 6 goals
 Dutch students :
 before the Program: knowledge of 1 object is sufficient
 after the Program: knowledge of 4 objects is sufficient
 US students :
 before the Program: knowledge of 1 object is sufficient
 after the Program: knowledge of 3 objects is sufficient
-In the domain of opinions: 3 goals
 Dutch students : number of students who have an opinion:
 before the Program: sufficient about 2 objects
 after the Program: sufficient about 2 objects
 US students :
 before the Program: sufficient about 2 objects
 after the Program: sufficient about 2 objects
-In the domain of attitudes: 6 goals
 Dutch students :
 before the Program: 2 attitudes are sufficient
 after the Program: 3 attitudes are sufficient
 US students :
 before the Program: 5 attitudes are sufficient
 after the Program : 5 attitudes are sufficient
-Totally : 15 goals
 Dutch students :
 before the Program: 5 realized goals
 after the Program : 9 realized goals
 US students :
 before the Program: 8 realized goals
 after the Program :10 realized goals
The conclusion is the following one.
In the subgroup of Dutch students 5 goals were realized prior to the Program, 4 goals were realized at the end of the Program, and 6 goals had not been realized by the Program. The goals realized by the Program were : knowledge of an important US political issue, knowledge of US foreign policy, knowledge of the US education system and willingness to

participate in politics. The goals which have not been realized are : knowledge of US political processes, knowledge of US social studies, an opinion about US political parties, interest in foreign policy (after the Close Up course this interest was increased to a sufficient level but after the UALR Course, two weeks later, it was decreased to below the minimum boundary), interest in US social issues, and political party identification.
In the subgroup of US students : 8 goals were realized prior to the Program, 2 goals were realized at the end of the Program, and 5 goals had not been realized at the end of the Program. The goals realized by the Program were : knowledge of US foreign policy and knowledge of the US education system. The goals which had not been realized were : knowledge of US political processes, knowledge of an important US political issue, knowledge of US social studies, an opinion about US political parties, and political party identification.
The 4 and 2 goals realized by the program for the Dutch and US students respectively were almost all goals in the domain of knowledge.
By means of a proces evaluation questionnaire at the end of the UALR Course, the Dutch students were asked to say whether they learned a lot about American state politics, local politics, culture and daily life, or not, and the US students were asked the same question about American state politics, local politics and culture. The responses of the Dutch students were : American state politics : no; American local politics : no ; American culture : yes ; and American daily life : yes. The reponses of the American students were : American state politics : no ; American local politics : no ; American culture : no.

2.6 The Program as a political socialization agent.

Whether the program has been succesful or not in changing the knowledge, the number of opinions and the interest, has been studied indirectly by the product evaluation questionnaire. An answer to the same question is found in a more direct way by asking the participants to indicate the role of the program in their political socialization process.
First the participants were asked : In the last year have you become more or less interested in government and politics in general in the United States and the Netherlands respectively?
Most of the Dutch students (8 of the 14) said that they had not become either more or less interested in politics in the Netherlands at the end of the program. Four students had become more interested and two students had become less interested , according to their own reports. The interest in politics in the US was increased in 8 Dutch students and was greatly increased in 4 Dutch students, according to their own

accounts.
Almost all the American students report having become more or much more interested in politics in the US and in politics of the Netherlands.
Secondly, the participants were asked to say whether or not the preparation program, the Close Up Course, the UALR Course and the direct contacts with American and Dutch students had contributed to their knowledge and insight into political events and topics in the United States and the Netherlands. If the answer was positive, the participants were asked what channel contributed the most to the knowledge, opinions and interest in politics. A total of 33 socialization agents were presented to the respondents in these questions.
According to the students, the three most influential socialization agents with respect to knowledge, opinions and interest relating to political events and topics in the US after the preparation (I), after the Close Up Course (II) and after the UALR Course and the Homestay (III), were the following :

I . Dutch students : 1.television, 2. national newspaper
3.preparation
US students : 1.television, 2. state newspaper
3.father, and university lectures
II. Dutch students : 1.Close Up , 2. television,
3.national newspaper
US students : 1.Close Up, 2. state newspaper
3.television.
III.Dutch students : 1.Close Up, 2. television
3.national newspaper
US students : 1.television 2. Close Up, and
state newspaper
3.textbooks

The preparation preceding the program was conceived by the Dutch participants as the third, fourth and fourth most influential socialization agent with respect to knowledge, opinions and interest relating to politics in the US. According to the group of American participants the preparation was the eleventh, the fifth, and the sixth most influential socialization agent.
The Close Up Course is conceived by the Dutch participants as the most influential US political socialization agent at the end of the Close Up Course and at the end of the
UALR Course and Homestay. According to the American students the Close Up Course is the first and second most influential political socialization agent.
The UALR Course was accorded the seventh position by the Dutch participants. According to the American participants, the UALR Course had no influence on their knowledge, opinions and interest with respect to politics in the US.
Direct contacts with American students were accorded the sixth and fifth positions by the Dutch students. Direct contacts with the Dutch students were accorded the third and thirteenth positions by the American students.
We can conclude the following. According to their own reports, Dutch students consider the preparation to have been

rather influential, the Close Up Course very influential and the UALR Course and the direct contacts with American students marginally influential for their knowledge, opinions and interest with respect to political events and topics in the US. For the American students the preparation was marginally influential, the Close Up Course very influential, the UALR Course without influence for their knowledge, opinions and interest with respect to political events and topics in the US.

Table 6: Most influential socialization agents in the domain of knowledge, opinions and interest with respect to politics in the US, according to Dutch students

Agents / Goals	I: before the Program 25.07.87		II: at the end of Close UP 01.08.87		III: at the end of UALR Course 14.08.87	
Knowledge	1. television	13	1. television	11	1. Close Up	13
	nat.newspaper	13	nat.newspaper	11		
			Close Up	11		
	2. textbooks	08	2. textbooks	06	2. television	12
	3. preparation	07	3. preparation	04	3. preparation	08
					nat.newspaper	08
Opinions	1. television	12	1. television	11	1. Close Up	13
			Close Up	11		
	2. nat.newspaper	10	2. nat.newspaper	09	2. television	12
	3. textbooks	06	3. preparation	06	3. nat.newspaper	09
	soph.magazines	06	direct contact	06		
Interest	1. television	12	1. Close Up	13	1. Close Up	13
	2. preparation	09	2. television	11	2. television	10
	nat.newspaper	09				
	3. textbooks	05	3. nat.newspaper	10	3. preparation	08
	soph.magazines	05				
Total	1. television	37	1. Close Up	35	1. Close Up	39
	2. nat.newspaper	32	2 television	34	2. television	34
	3. preparation	22	3. nat.newspaper	29	3. nat.newspaper	23
			4. preparation	18	4. preparation	21
			5. textbooks	16	5. dir.contacts (students)	18
			6. dir.contacts (students)	15	7. UALR Course	12

Table 7: Most influential socialization agents in the domain of knowledge, opinions and interest with respect to politics in the US, according to US students

Agents / Goals	I: before the Program 25.07.87		II: at the end of Close UP 01.08.87		III: at the end of UALR Course 14.08.87	
Knowledge	1. television	09	1. Close Up	08	1. state newsp.	09
	state newsp.	09				
	2. soph.magaz.	05	2. state newsp.	07	2. television	08
	3. textbooks	04	3. television	05	3. Close Up	07
	father	04	textbooks	05		
	univ.lectures	04				
Opinions	1. television	07	1. Close Up	06	1. television	07
			state newsp.	06		
			television	06		
	2. univ.lectures	05	2. dir.contacts (students)	05	2. Close Up	06
					textbooks	06
	3. state newsp.	04	3. travel exp.	04	3. state newsp.	05
	textbooks	04	dir.contacts (politicians)	04	father	05
Interest	1. television	07	1. Close Up	08	1. Close Up	07
					television	07
	2. state newsp.	06	2. state newsp.	05	2. state newsp.	06
	3. father	05	3. textbooks	04	3. father	05
			friends	04		
			father	04		
			univ.lectures	04		
			travel exp.	04		
			preparation	04		
			dir.contacts (students)	04		
			dir.contacts (politicians)	04		
Total	1. television	23	1. Close Up	22	1. television	22
	2. state newsp.	19	2. state newsp.	18	2. Close Up	20
					state newsp.	20
	3. father	12	3. television	13	3. textbooks	14
	univ.lectures	12				
	11. preparation	02	5. preparation	11	6. preparation	09
					26. UALR Course	0

2.7 Unintended though expected effects

The inintended though expected effects and the unintended and unexpected effects were studied by means of the product evaluation questionnaire and a systematic analyses of learner reports and interview protocols.
The unintended though expected effects will be presented first.
In the product evaluation questionnaire, students were asked how much they were interested in politics in the Netherlands and in other countries, whether they were proud to be Dutch/ American, and what their attitude was towards the United States or the Netherlands.

The Close Up Course had the following unintended effects on the Dutch students : no increased interest in politics in the Netherlands and in other countries, more proud to be Dutch (more nationalism), and no more favorable attitude towards the United States. The UALR course and the Homestay had the following unintended effects : more interest in the politics in the Netherlands, no increased interest in politics in other countries, no more nationalism, and no more favorable attitude towards the US. The effects of the Close Up Course in combination with the the UALR Course and the Homestay were the following : more interest in the politics in the Netherlands, no more interest in politics in other countries, more nationalism, no more favorable attitude towards the US.
The Close Up Course had the following unintended effects on the US students : no increased interest in politics in the Netherlands, an increased interest in politics in other countries, no decrease in nationalism (all the US students are proud to be an American at the beginning and at the end of the Program), and a more favorable attitude towards the Netherlands. The UALR Course and the Homestay had the following unintended effects : no increased interest in politics in the Netherlands, less interest in politics in other countries, no decrease in nationalism, and a less favorable attitude towards the Netherlands. The unintended effects of the Close Up Course in combination with the UALR Course and the Homestay were the following : increased interest in the politics in the Netherlands, no increased interest in politics in other countries, no decrease in nationalism, and a less favorable attitude towards the Netherlands.

2.8.Unintended and unexpected effects

In total, 880 unintended effects were observed in the "learner reports" and in the texts of the interviews. The Dutch students reported 465 effects, the American students 415 effects.
Most of the effects reported by the Dutch students concern the thinking of the student about him-/herself (77), the behavior of Americans (41), the behavior of the student him-/herself (36), the massmedia in the US (27), and political processes in the US (24).
Most of the effects reported by the American students concern the thinking of the student him-/herself (97), political processes in the US (33), Vietnam War (27), the thinking of Dutch students (23), the behavior of the student him-/herself (22), the thinking of Americans (22), and the behavior of Americans (22).

2.9.Appreciation of the program

The opinion about the Close Up Course in general is positive. The best program segments according to the whole group of the Dutch and American students were the seminar part two by Dr. Robert Beckman, the seminar by Colonel Harry Summers, and the study visit to the Vietnam Veterans Memorial. The worst program segments according to all the students were the seminar by Congressman Beryl Anthony, the C-Span televised seminar, the seminar by Senator David Pryor and the movie Platoon. Some of the comments about the whole program which are representative are the following : "It was very instructive and inspiring", "We saw a lot of views from different people"," It had a logic order", and "I was very impressed by the organization".
The opinion of the students about the UALR Course was in general that it was "average". With respect to all the studied segments of the UALR Course, the opinions "excellent" or "good" are expressed by 28 %, "average" by 17 %, "not too good" or "terrible" by 14 % of all the Dutch and American students. (During program segments of the UALR course, 28 % of the Dutch students and 52% of the American students were not present.) Thirty percent of the students were of the opinion that the way in which the UALR Course was organised was "excellent" or "good", 20 % considered it to be "average", and 24 % found it "not too good" or "terrible" (7% expressed " no opinion"). Some comments given by the Dutch students which are representative were the following.
" The program has not been well organized : goals are unclear". "The American students didn't know what was expected of them". "Nobody was really in charge". "They kept changing the program". " Mostly the speakers didn't know who we are, what our education is and in what kind of things we are interested." "I missed the other side of America, for example the black community, the poor Americans". " The program-segments organised by students, parents and others for example the visit to Memphis and Hot Springs were okay". Some comments given by the American students are the following. "Organization : frequent schedule changes, total lack of organization, no staff participation or group leaders". "The people who spoke to us seemed not to be really knowledgable". "The UALR did a great job of providing events and things to do for the Dutch and American students which were not all obligatory and gave us the freedom to choose what fit in our schedule and what was of interest to us".
The opinion about the Homestay in general was that it was "average." About the way in which the Homestay was organised the opinion "excellent" or "good" was expressed by 48 %, "average" by 15 %, and "not too good" or "terrible" by 33% (and "no answer" by 4 %). Some of the comments about the Homestay given by the Dutch students were the following. "It was hard to get used to the dependency on your host student ; you need a car here". "American students should have time for

their guests; that means no job". "Goals of the Homestay were unclear to the American hosts, as was the function of the schedule". "I would have liked to change after one week to get an impression of another American family". " There must be one person in charge". " My homestay was very good: people were very hospitable". Some of the comments given by the American students were the following. " There was not a clear picture of what the American families would be responsible for providing". "I think too much was expected from some American students and not enough from others". " I don't feel the students learned much about what average Americans really do : we spent too much time trying to sight-see". "My guests were great: I loved having them."

The criticisms the most frequently expressed by the Dutch and American students in their diairy reports, their learner reports, during evaluation activities and in interviews were the following.

- With respect to the Close Up Course : at the beginning not enough efforts to integrate the two subgroups, too few workshops in order to process the received information, insufficient preparation for some program segments for example the televised seminar, and too little time for informal contacts, processing the received information and to rest.
- With respect to the UALR Course : unclear program goals, most program segments were insufficiently organised, the program was too much dispersed over a day, nobody was in charge, not enough staff participation, guest speakers had been informed about the group insufficiently, insufficient transport facilities, insufficient participation of American students because of their jobs), American students were insufficiently informed about their rights and duties.
- With respect to the Homestay : unclear expectations about the goals and about the providing of the meals, not enough opportunity for the guest to change from one American family to another one (in order to experience more than one American "daily life").

2.10. Conclusions

The first research problem is : which goals of the Program have been realized and which have not ?
The answer to this research problem is presented in Table 8.

Table 8: Realized and unrealized goals

Goals	Results Dutch students 1 N=15	2 N=13	3 N=13	4 N=19	5 N=19	US students 1 N=15	2 N=13	3 N=13	4 N=18	5 N=18
A. Knowledge of, insight into:										
- US political system	+					+				
- US political processes			+		+			+		+
- US political problem		+		+				+		+
- US foreign policy		+		+			+		+	
- US education system		-	-	+			-	-	+	
- US social studies		-	-		+		-	-	-	+
- US state politics	-	-	-		+	-	-	-		+
- US local politics	-	-	-		+	-	-	-		+
- US culture	-	-	-	+		-	-	-		+
- US daily life	-	-	-	+		-	-	-	-	-
B. An opinion about:										
- US political system	+					+				
- US political parties			+		+			+		+
- US foreign policy	+					+				
C. Attitudes:										
- Interest in US politics	+					+				
- Interest in US foreign policy		+			+	+				
- Interest in US social issues			+		+	+				
- Political party identification			+		+			+		+
- Sense of political efficacy	+					+				
- Willingness to political participation			+	-		+				
Total	5	3	5	6	8	8	1	4	2	8

Explanation:
1 = realized goal before begin Close Up Course
2 = realized goal at the end of Close Up Course
3 = unrealized goal at the end of Close Up Course
4 = realized goal at the end of UALR Course
5 = unrealized goal at the end of UALR Course

The second research problem is : which unintended expected and unexpected effect has the Program had ?
The answer at this problem is presented in Table 9 en Table 10.

Tabel 9 : Index: unintended though expected effects in the domain of attitudes

Scores	Dutch students			US students		
	I	II	III	I	II	III
Effects Attitudes	N=14	N=14	N=14	N=12	N=12	N=12
- interest in politics in the Netherlands	6.4	6.3	7.4	7.1	7.2	7.6
- interest in politics in other countries	7.7	7.9	8.1	8.5	9.7	8.6
- nationalism	2.1	2.9	2.9	10.0	10.0	10.0
- attitude towards the US resp Netherlands	4.3	4.5	4.6	8.4	8.9	7.8
Total: interest	7.1	7.1	7.8	7.8	8.5	8.1
Total: other attitudes	3.2	3.7	3.8	9.2	9.5	8.9

Table 10: Objects of unintended and unexpected effects, cited in interviews and learner reports

Objects	Number of effects, cited by Dutch students N=19	US students N=14	Total N=33
- thinking about him-/herself	77	97	174
- behavipr of him-/herself	36	22	58
- thinking of American students	4	2	6
- thinking of Dutch students	1	23	24
- thinking of Americans	11	22	33
- thinking of Dutchmen/-women	2	5	7
- behavior of American students	20	3	23
- behavior of Dutch students	2	18	20
- behavior of Americans	41	22	63
- behavior of Dutch men and women	2	10	12
- education, schools in the US	11	2	13
- education, schools in the Netherlands	0	5	5
- family life in the US	6	1	7
- family life in the Netherlands	0	2	2
- massmedia in the US	27	5	32
- massmedia in the Netherlands	0	0	0
- history of the US	1	1	2
- history of the Netherlands	2	2	4
- weather in the US	4	0	4
- weather in the Netherlands	0	0	0
- food in the US	6	0	6
- food in the Netherlands	0	1	1
- political system in the US	10	4	14
- political system in the Netherlands	1	5	6
- political processes in the US	24	33	57
- political processes in the Netherlands	0	1	1
- political problems in the US	2	2	4
- political problems in the Netherlands	0	0	0
- foreign policy of the US	8	8	16
- foreign policy of the Netherlands	0	0	0
- social studies in the US	3	0	3
- social studies in the Netherlands	0	0	0
- art, music in the US	15	1	16
- art, music in the Netherlands	0	3	3
- Vietnam War	11	27	38
- transportation in the US	1	0	1
- transportation in the Netherlands	0	0	0
- minorities in the US	6	0	6
- minorities in the Netherlands	0	0	0
- church, religion in the US	1	0	1
- church, religion in the Netherlands	0	1	1
- social economic situation in the US	4	3	7
- social economic situation in the Neth.	0	0	0
- US in general	13	4	17
- The Netherlands in general	1	4	5
- international cooperation	2	9	11
- this exchange program	16	25	41
- Washington, DC	6	13	19
- Little Rock, Arkansas	22	7	29
- Memphis	11	1	12
- other	55	21	76
Total	465	415	880

The third research problem is : what do the participants think about the Program ?
The opinion about the Close Up Course is "positive", the opinion about the UALR Course and the homestay "average".
Despite some criticism of the UALR Course in particular and the way in which the Homestay had been organised, all the participants frequently expressed a great deal of enthousiasm about the Program.

Very interesting are the differences between the findings of the evaluation research carried out in 1986 (Dekker, Oostindie, 1986) and the findings of the evaluation research reported in this book with respect to the effects of the 1987 Close Up Course.
In 1986 for the Close Up Course 3 goals were set in the domain of knowledge , 2 goals in the domain of opinions and 4 goals in the domain of attitudes. In 1987 the figures were 4, 3 and 6 respectively.
The differences in findings are the following:

- goals in the domain of knowledge	: 1986 :	3 ;	1987 :	4
-realized before the Course	: 1986 :	0 ;	1987 :	1
-realized by the Course	: 1986 :	3 ;	1987 :	2
-not realized by the Course	: 1986 :	3 ;	1987 :	1
- goals in the domain of opinions	: 1986 :	2 ;	1987 :	3
-realized before the Course	: 1986 :	0 ;	1987 :	2
-realized by the Course	: 1986 :	2 ;	1987 :	0
-unrealized by the Course	: 1986 :	0 ;	1987 :	1
- goals in the domain of attitudes	: 1986 :	4 ;	1987 :	6
-realized before the Course	: 1986 :	0 ;	1987 :	2
-realized by the Course	: 1986 :	3 ;	1987 :	1
-not realized by the Course	: 1986 :	1 ;	1987 :	3

Compared to 1986, the Close Up Course in 1987 has been more succesful in realizing goals in the domain of knowledge and less succesful in realizing opinion- and attitude goals.
Explanations could be the following. The increase in knowledge in 1987 can be due to the more structured program focusing on fewer themes and topics. The lack of increase in opinions and the relatively modest increase in attitudes can be due to the fact that the participants already had more opinions and attitudes at the beginning of the course (due to their higher average age and their more academic education) and to the fact that there were fewer workshops during the 1987 Course.

3. RECOMMENDATIONS

3.0. Introduction

In this chapter some recommendations will be given for future United States / Netherlands Social Studies Student-Teachers exchange programms (3.1.) and for the evaluation of such a program (3.2.).
The basis for these recommendations are the research findings presented in Chapter Two of this report.
Purpose of these recommendations is the optimalization of the exchange program and the evaluation of that program.

3.1. Recommendations for future exchange programms

We would like to propose the following recommendations for the Close Up Course. Firstly: no change in the (excellent) administration, the (excellent) coordination, the (very good) instruction, the choice of one theme (US foreign policy) and two topics in this theme (a historical and a current issue) and in the "typical Close Up characteristics" (a combination of workshops by Close Up program instructors, seminars with well-informed politicians and politically important people, and study visits ; principles of learning by real experiences and learning by guided self-discovery). Secondly : in order to integrate the two subgroups as soon as possible especially at the beginning of the Course, one of the most important process-goals of the workshops should be facilitating contacts between the Dutch and American students. An important prerequisite for realizing this goal is to make explicit negative opinions and attitudes (for example prejudices) with respect to the two countries and the people of these two countries and to discuss them. Thirdly: in order to stimulate the participants to develop an opinion about the topics dealt with and to develop certain attitudes, more workshops are necessary. During these workshops the program instructors should facilitate discussions about opinions between the Dutch and American participants (instead of giving only factual information, or asking questions to the students about all kind of factual information). In the fourth place: in order to give the participants more time for personal contacts, for processing the received information and for relaxing (to get new energy for the coming program segments), more free time should be planned (without loss of the high speed and dynamics of the Course). A Close Up Course of ten days (in stead of six days) is worthwhile. Some simple additional recommendations are the following: an introduction to Washington DC by means of a study visit to the exhibition about the development of the city in the red castle of the Smithonian Institute; if a televised seminar is planned, an essential preparation for this activity is an introduction, setting out what in the schedule is, what the topics and who the guestspeakers are, and what time must be reserved for preparing questions and statements.

We would like to make the following recommendations for the Course organised by the university. On the first place: the program should be designed and carried out by a team, consisting of at least one person responsible for the administration, one person who is responsible for the coordination, two program-instructors and a secretary. Secondly, the program should have clearly defined goals: what the participants should know, about what they should have an opinion, which attitudes the participants should process and which skills the participants should the students have acquired at the end of the course. Thirdly : the program should focus on two themes : American state and local politics, and American education in general and social studies in particular. Fourthly , the program should consist of organised activities during all the days in the morning and afternoon. Fifthly , the students should have clear and correct expectations about the program and about their participation in this program. Finally , some simple addition recommendations are the following : special attention is asked for planning an introduction to the city for the foreign students and for planning transport facilities.
For the Homestay we would like to make the following recommendations. Firstly, clearly defined goals for the "hosts" and the "guests". Secondly, cleary defined rights and duties for both the hosts and the guests with respect to, for example, planning activities in the evenings, nights and weekends and financial arrangements (who is paying for what). Thirdly, guests should have the opportunity to have a homestay with a second family in order to have an experience with more than one family's daily life.
With respect to the whole program we recommend the following:

- a real exchange : American students should have the opportunity to participate in an educational program in the Netherlands as well;
- there should be a preparation for the exchange program for both the Dutch and American students, organised by the two universities;
- the Dutch and American participants should have the same age (23 - 25 years) and they should have the same academic level (graduate , at the end of their study program, thus almost with a Masters degree).

3.2. Recommendations for the evaluation of future exchange programs.

With respect to the evaluation of future exchange programs we would like to make the following recommendations. Firstly, no change in the decision to select an independent working evaluator. Secondly, no change in the methods of research.
Thirdly, the evaluation should start at the very beginning of the preparation program at the two universities. In the

fourth place, evaluation activities should be scheduled in the Close Up Course and in the Courses of the two involved universities. In the fifth place, in order to motivate the students, they should be well informed about the evaluation goals and activities at the very beginning of the Program.

4. SUMMARY

In this report the evaluation is presented of the United States / Netherlands Social Studies Student-Teachers Program in 1987.
The group of participants consisted of 14 students from the State University in Groningen, the Netherlands, and of 16 students from the University of Arkansas in Little Rock in the United States
A Program has been offered to this group, which consists of two parts : a Close Up Course in Washington DC and a University of Arkansas Little Rock Course including a Homestay. Before the program began, a preparation program was offered to the students.
Three research problems have been studied in the evaluation research : which goals of the Program have been realized and which have not ; which unintended effects has the Program had ; and what do the participants think about the Program ?
The following eight research methods have been used : a product evaluation questionnaire, a process evaluation questionnaire, observations, interviews, recording the proceedings, systematic content analysis of diary reports, systematic content analysis of "learner reports", and the "sticker parade".
Briefly formulated, the findings of the evaluation research are the following.
The answer to the first research problem, which goals have been realized and which have not, is the following.
The Dutch students had already met 5 of the goals before the Program began (possibly partly due to the preparation program). They had reached 4 goals by the end of the Program and had not reached 6 goals. With respect to the scores of the goals, which had already been reached, before the Program began , no change was observed in 2 cases; an increase was seen in 2 goals and there was a big increase in 1 case. The goals which have been met were : knowledge of US foreign policy, knowledge of an important US political issue, knowledge of US education system, and willingness to participate in politics. The unrealized goals were : knowledge of US political processes, knowledge of US social studies, an opinion about US political parties, interest in US foreign policy, interest in US social issues, and political party identification. A decrease was observed in the scores of the unrealized goals in 1 case, no change in 2 cases, an increase in 2 cases and a big increase in 1 case.
In the subgroup of American students, 8 goals were met before the Program began, 2 goals had been met by the end of the Program and 5 goals had not been realized by the Program. In the scores of the goals which had been met before the Program began, no change was observed in 6 cases, an increase in 1 case and a big increase in 1 case. The goals which had been met were : knowledge of US foreign policy, and knowledge of US education system. The unmet goals were : knowledge of US political processes, knowledge of an important US political issue, knowledge of US social studies, an opinion about US political parties, and political party identification. In the scores of the unmet goals a decrease was observed in 2 cases

no change in 2 cases and a big increase in 1 case. In addition to these findings, Dutch students reported having learned a great deal about American culture and daily life but not about American state politics, and local politics.

Compared to 1986, the Close Up Course 1987 has been more succesful in realizing goals in the domain of knowledge and less succesful in realizing opinion- and attitude goals.
Explanations could be the following. The increase in knowledge in 1987 can be due to the more structured program focusing on fewer themes and topics. The lack of increase in opinions and the relatively modest increase in attitudes can be due to the fact that the participants already had more opinions and attitudes at the beginning of the course (due to their higher average age and their more academic education) and to the fact that there were fewer workshops during the 1987 course.

The answer to the second research problem was the following . In total, 880 unintended effects have been reported by the students in their learner reports and in interviews. These effects concern, among others, family life in the US, mass media in the US, food in the US, art in the US, Washington DC, Little Rock, Memphis, social-economic situation in the US, minorities in the US, and international cooperation. Most of the effects relate to the thinking of the students themselves, the behaviour of Americans, the behaviour of the students themselves, political processes in the US, and the Vietnam War.
The answer to the third research problem , what do the participants think about the Program, was the following.
The opinion about the Close Up Course in general is positive. Criticisms are : too few efforts to integrate the two subgroups, too few workshops aimed at processing the received information, too little time for personal contacts, for processing the received information, and for getting new energy for subsequent program segments.
The opinion about the UALR Course in general was that it was "average". Criticisms were : unclearly defined goals, insufficiently organised program segments, nobody was in charge, insufficient staff participation, poorly prepared guest speakers, insufficient transport facilities, too much dispersion over the day of the program segments, insufficient participation by the American students because of their jobs, American students had not been sufficiently informed about their rights and duties.
The opinion about the Homestay in general was that it was "average". Criticisms were : not clearly defined goals, unclear expectations about rights and duties, not enough opportunity for the guests to change from one American family to another (in order to experience more than one "American daily family life").
Despite their criticisms, all the participants frequently expressed the opinion that they were very enthousiastic about the Program, that they" loved it".
Finally some recommendations are given.
With respect to future exchange programs the recommendations

are the following. For the Close Up Course: no change in administration, coordination, instruction; the choice of one theme (US foreign policy), two topics in this theme (a historical and a current one) and retention of the "typical" Close Up characteristics; more efforts to integrate the two groups as soon as possible ; more workshops in order to realize goals in the domain of opinions and attitudes ; and more free time for the participants. For the Course organised by the university the following recommendations are given : a team consisting of at least one administrator, one coordinator, two program instructors and one secretary is requested during the entire program period; clearly defined program goals; two themes : state and local politics, and education; organised activities for all the days in the morning and afternoon; and participants should have clear and correct expectations about the program and their participation in it. For the Homestay the following recommendations are given: clearly defined goals; clearly defined rights and duties for the participants; and the opportunity for the guests to change from one family to another. With respect to the whole Program the following recommendations have been given: a real Exchange Program (consisting of Courses in the United States and in the Netherlands); a preparation program for both the Dutch students and American students, organised by the two involved universities; and a selection of students of about the same age (23-25 years old) and of about the same academic level (graduate, nearly finishing their study).

With respect to the evaluation of future exchange programs the following recommendations are given : no change in the decision to select an independently working evaluator, and in the methods of research ; the start of the evaluation at the beginning of the preparation program ; evaluation activities in the schedule of the courses; and an introduction into the evaluation plan for the students at the beginning of the Program.

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6. APPENDIXES

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APPENDIX 1.: THE UNITED STATES / NETHERLANDS
SOCIAL STUDIES STUDENT-TEACHERS PROGRAM 1987
AND THE EVALUATION PLAN

In this appendix the education program is described on the left side of the pages and the evaluation program on the right side.
The education program consisted of three parts:
- preparation
- Close Up course in Washington DC, july 25- august 1, 1987
- University of Arkansas course in Little Rock, august 1- august 8, 1987

The education program consisted of eight methods:
- Pdq = product evaluation questionnaire
- Pcq = proces evaluation questionnaire
- Drp = daily report
- Lrp = learner report
- Obs = observation
- Int = interview
- Rep = recording proceedings
- Stp = sticker parade

PROGRAM			EVALUATION							
PREPARATION IN THE NETHERLANDS										
DATE	TIME	ACTIVITY	Pdq	Pcq	Drp	Lrp	Obs	Int	Rep	Stp
18.05	01.30 pm	Seminar: Introduction	1a							
		- the US education system by: Robert C Tash		x						
		- the political education in US schools by: Nancy J. Boeye-Kelly		x						
		- lifestyles in the South by: D.A. Lindenberg		x						
...05	.....	Reading books, articles								
...06	.....	Reading books, articles								
...07	.....	Reading books, articles								
22.07	10.00 am	Seminar on Dutch Ministry Foreign Affairs								
	02.00 pm	Seminar on US Embassy								
		- the USIA by: William La Salle								
		- the US political system by: John Schlosser								
		- the US education system by: Anne Gurvin								
		- visit to the American Documentation Center								

CLOSE UP COURSE			EVALUATION PROGRAM							
DATE	TIME	ACTIVITY	Pdq	Pcq	Orp	Lrp	Obs	Int	Rep	Stp
25.07	09.00 am	-Departure from the Netherlands	1b							
	09.30 pm	-Arrival Washington DC								
	10.30 pm	-Dinner								
26.07	09.00 am	-Breakfast			x	x				
	10.00 am	-Walking Workshops on the Mall			x	x				
	11.45 am	-Independent time on the Mall			x	x				
	01.00 pm	-Arkansas participants arrive at hotel			x	x				
	01.15 pm	-Registration for Arkansas participants	1		x	x				
	02.30 pm	-Join Dutch participants for independent time on the Mall			x	x				
	05.00 pm	-Dinner/Picnic in the Constitution Gardens			x	x				
	08.30 pm	-Orientation. By: Tom Sutton			x	x				
	10.00 pm	-Free time :room 221			x	x				
27.07	07.00 am	-Breakfast			x	x				
	08.00 am	-Workshop:Who is in charge. By: Jacke Glyne		x	x	x	x		x	
	09.00 am	-Seminar:The president and Foreign Policy no.1 By: Dr. Robert Beckman, US Naval Academy in Annapolis,Maryland.		x	x	x	x			
	11.00 am	-Tour Washington DC: Jefferson Memorial: on site activity and study visit			x	x				
	12.30 pm	-lunch:National Press Club			x	x				
	03.00 pm	-Seminar:Counter Terrorism. By: Ambassador L. Paul Bremmer III, Director of the office for Counter-Terrorism and Emergency Planning for the US Department of Sate			x	x	x			
	06.15 pm	-Dinner			x	x				
	07.30 pm	-Workshop.By: Tom Sutton and Jake Clyne		x	x	x	x		x	
	10.30 pm	-Free time: room 221			x	x				

DATE	TIME	ACTIVITY	Pdq	Pcq	Drp	Lrp	Obs	Int	Rep	Stp
28.07	07.00 am	-Breakfast			x	x				
	08.00 am	-Seminar:The US and Vietnam:An Overview. By:Dr.John Carland, Military History Section Pentagon		x	x	x	x			
	10.00 am	-Workshops without Walls.By: Tom Sutton and Jake Clyne			x	x				
	12.00 am	-Lunch:Phillips Flag-ship			x	x				
	01.30 pm	-Study Visit:The Viet-nam Veterans Memorial			x	x				
	03.00 pm	-Seminar: Vietnam: the antiwar movement. By: Dr.Sandy Gottlieb, Senior Analyst with the Center for Defen-se Information		x	x	x	x			
	05.00 pm	-Dinner:Cafe Dalat			x	x				
	07.00 pm	-The movie:Platoon			x	x				
	10.00 pm	-Free time :room 221			x	x				
29.07	08.00 am	-Breakfast			x	x				
	09.00 am	-Seminar:US Military Policy in Vietnam. By:Colonel Harry Summers		x	x	x	x			
	11.00 am	-Walking workshops			x	x				
	12.30 am	-Lunch and Seminar: By:Congressman Beryl Anthony		x	x	x	x			
	02.00 pm	-Seminar.By:Senator David Prior (D-Arkansas)			x	x	x			
	02.30 pm	-Studyvisit:Intro-duction to Capitol Hill. By:Michael Nolan and Jake Clyne			x	x				
	06.15 pm	-Dinner			x	x				
	07.00 pm	-Free time :room 221			x	x				
30.07	06.30 am	-Breakfast			x	x				
	09.00 am	-Observation Iran-Contra Hearings			x	x				
	11.45 am	-Lunch:La Colline			x	x				
	01.00 pm	-Seminar:C-Span Televi-sed.Subject:Iran-Contra Affair			x	x	x	x		
	02.15 pm	-Seminar:A response to the Iran-Contra Affair in the Embassy of Nicaraqua		x	x	x	x			

DATE	TIME	ACTIVITY	Pdq	Pcq	Drp	Lrp	Obs	Int	Rep	Stp
	04.00 pm	-Georgetown:freetime			x	x				
	06.00 pm	-Dinner:Fettoosh Rest.			x	x				
	08.00 pm	-Seminar:The president and foreign policy no. 2. By: Dr. Robert Beckman, US Naval Academy in Annapolis,Maryland			x	x				
	10.30 pm	-Free time: room 221			x	x				
31.07	08.00 am	-Breakfast and seminar: NOS Dutch Television By:Charles J.F.Groenhuysen		x	x	x	x			
	10.00 am	-Meeting with the US Information Agency, Philip Pilsbury, Director Youth Exchange Initiative Program			x	x	x			
	11.30 am	-Lunch:The Old Post Office			x	x				
	01.30 pm	-Seminar:Embassy of the Netherlands.		x	x	x				
	03.30 pm	-Evaluation workshop By: Marga Oostindie	2					x	x	
	05.15 pm	-Dinner:Washington Marriot			x	x				
	07.30 pm	-The Washington project for the Arts Theatre: Performance of "National Defense".			x	x				
01.08	07.00 am	-breakfast			x	x				
	07.30 am	-Board Busses			x	x				
	07.45 am	-Depart for Washington National Airport			x	x				
	12.22 am	-Arrival Little Rock (Arkansas)			x	x				

UNIVERSITY OF ARKANSAS COURSE			EVALUATION PROGRAM							
DATE	TIME	ACTIVITY	Pdq	Pcq	Drp	Lrp	Obs	Int	Rep	Stp
01.08		-Freetime			x	x				
02.08		-Freetime			x	x				
03.08		-Freetime			x	x				
04.08	10.00 am	-Tour of Little Rock in two vans			x	x				
	01.30 pm	-Seminar: Introduction to American university life. By:Dr.Harold Vaughn and Dr.C.Fred Williams			x	x	x			
	03.00 am	-Seminar:Introduction to city government. By:Dr Walter Nunn, Ms. Nancy Baker and Ms. Brenda Donald			x	x	x			
	05.00 pm	-Freetime			x	x				
	06.00 pm	-Observation of a meeting of the Little Rock City Board of Directors			x	x				
	07.00 pm	-Evaluation workshop By:Marga Oostindie			x	x			x	
	07.30 pm	-Freetime			x	x				
05.08	10.30 am	-Visit to Arkansas Territorial Restoration			x	x				
	12.00 am	-Freetime			x	x				
06.08	10.00 am	-Visit to the Arkansas Art Center			x	x				
	12.00 am	-Free time			x	x				
	01.30 pm	-Seminar:Central High School. By:Dr.A.English, a.o.			x	x	x			
	04.00 pm	-General Meeting about the administration and content of the program			x	x			x	
07.08	10.00 am	-Seminar:US foreign policy. By:Dr.M.Scranton			x	x	x			
	11.30 am	-Guided tour on the campus of the university of Little Rock. By: Dr.Harold Vaughn			x	x				

DATE	TIME	ACTIVITY	Pdq	Pcq	Drp	Lrp	Obs	Int	Rep	Stp
	12.30 am	-Free time			x	x				
	01.30 pm	-Seminar:Social Studies.By: Dr. Barbara Stanford			x	x	x			
	03.00 pm	-Free time			x	x				
08.08		-Free time			x	x				
09.08		-Free time			x	x				
10.08	08.00 am	-Departure in two vans to Memphis (Tennessee)			x	x				
	11.00 am	-Visit Exhibit Rameses the Great in Memphis			x	x				
	01.00 pm	-Bustour through Memphis By: Bill Walker a.o. -visit to Elvis Presly's Graceland -visit to the house where dr.Martin Luther King was assesinated -Boottour on the Mississipi river in Memphis			x	x				
	05.00 pm	-Visit to the Peabody Hotel in Memphis			x	x				
11.08	08.00 am	-Free time			x	x				
	01.00 pm	-Seminar:Arkansas Gazette. By:Mr.Jerry Dhonau			x	x				
	03.00 pm	-Free time			x	x				
	06.45 pm	-Visit to Pulaski Count y Court House: -tour through the bilding -oberservation of the committee			x	x	x			
	08.30 pm	-Free time			x	x				
12.08	08.00 am	-Departure to the Ozark Folk Center in two vans			x	x				
	12.00 am	-Visit to the exhibition of the Ozart Folk Center			x	x				
	03.00 pm	-Visit to the caves			x	x				
	06.00 pm	-Listening to a concert			x	x				
13.08	08.00 am	-Free time			x	x				
	10.00 am	-A guided tour through the State Capitol Building			x	x				

DATE	TIME	ACTIVITY	Pdq	Pcq	Orp	Lrp	Obs	Int	Rep	Stp
	11.30 am	-Workshop By:Walter Nunn			x	x	x			
	11.45 am	-Free time			x	x				
	12.30 am	-Departure to the Heiffer Project Ranche in Perryville			x	x				
	02.30 pm	-Guided tour through the Heiffer Project Ranch in Perryville			x	x				
	03.00 pm	-Meeting with global education teachers from Arkansas at the ranch			x	x				
	05.00 pm	-Dinner with the teachers from Arkansas at the ranch			x	x				
	06.30 pm	-Departure to Little Rock			x	x				
	11.30 pm	-Free time			x	x				
14.08	11.30 am	-Evaluation session By:Marga Oostindie, Tom Sutton	3	x				x		
	01.30 pm	-Visit Marlsgate Plantation in Scott			x	x				
	08.00 pm	-Party			x	x				
15.08	06.10 am	-Departure								

APPENDIX 2.: GOALS OF THE UNITED STATES / NETHERLANDS
SOCIAL STUDIES STUDENT-TEACHERS PROGRAM 1987

An impression of the goals of the Close Up International course has been obtained from five sources.

page

Source 1: The Close-Up Program. A nonpartisan citizenship education experience (1984)

1. "a richer understanding of the political process" 3
2. "learn how they can be involved in government" 3
3. "encouraged to ... direct participation in the governemental process of their own communities" 3
4. "encouraged to evaluate for themselves everything they see and hear" 3
5. "further develop their own ideas and opinions about major political issues" 3
6. "experience the cooperation, conflict and compromise that take place daily in the practice of government" 4
7. "They see government as an ongoing process in which they can play a part" 4
8. "a better understanding of one's home community and its relationship to the federal government" 6

Source 2: The Close-Up Program. Special Focus (z.d.).

9. "uncover new ways to think about the important choices you make as a consumer, a taxpayer, and a citizen" 1
10. "develop the valuable skills of critical thinking, problemsolving, and decision making" 1
11. "see how the decisions made in the nation's capital directly affect you, our community, and the country" 2
12. "probe how politics - and the special interests of states, nations and powerful organizations - work to influence our economic health and well-being" 2
13. "a firsthand understanding of just how tough it is to make economic choices that meet the diverse needs of the nation and its citizens." 2
14. "introduce you to the nation's capital as the home of America's biggest business, the federal government" 2
15. "solutions (for today's economic issues) of your own" 2
16. "discover that nearly every issue before Congress, from the budget deficit to health care and student aid, is a matter of economics, as well as politics" 3
17. "an eye-opening look into the complex economic choices our leaders must make." 3
18. "find that you as a consumer and producer also play an influential part in the economic system." 3
19. "new awareness of your role as a citizen" 3
20. "new understanding of the complex choices facing our nation" 3
21. "prepared for a life-time of informed participation in the democratic process" 3
22. "helping people understand the responsibilities and opportunities of citizenship in the United States" 5

Source 3: Close-Up Foundation. National Profile 1985-86.

23. "encourage citizen participation" by 1
24. "increasing understanding of how our government operates" and 1
25. "(increasing understanding of) how individuals can make a difference through their involvement" 1

26. "discover that government is made up of human beings just like themselves" 1
27. Government leaders.... become real and approachable" 1
28. "Concepts ... are now both understandable and meaningful" 1
29. "National buildings ... are now seen as housing vital institutions, essential to the American way of life" 1
30. "learn ... that citizenship responsibilities transcend social, economic, cultural, racial, and religious boundaries" 1

Source 4: Proposal from the Close Up Foundation to United States Information Agency: 'The United States/Netherlands Exchange Program' (1987).

31. "an understanding of the institutions of national government in the USA" 2
32. "an understanding of the processes of national government in the USA" 2
33. "an examination of issues of national importance in the USA" 2
34. "a general understanding of how issues of national importance are addressed by the political and governmental process" 2
35. "a sense of familiarity with community life in the USA" 2
36. "a sense of familiarity with culture in the USA" 2
37. "a sense of familiarity with institutions in the USA" 2
38. "a sense of importance of participation in the political system of the USA" 2

Source 5: Report of an interview with the Curriculum Coordinator and Program Escort of the Close Up Foundation for the United States/Netherlands Social Studies Student-Teacher Exchange Program 1987, T. Sutton.

39. "knowledge of the US political system"
40. "knowledge of the US foreign policy"
41. "insight into the making and implementation of US forein policy"
42. "knowledge of the 'Iran-Contra's affair' "
43. "knowledge of the influences of the Vietnam War on present-day American society and politics"
44. "knowledge of the US foreign policy related to Western Europe"
45. "knowledge of the US foreign policy related to Nicaragua"
46. "knowledge of the US educational system"
47. "knowledge of social studies in the USA"
48. "strengthening the feeling of political efficacy"
49. "more interest in US foreign policy"
50. "skill in asking questions to politicians"
51. "an opinion about the level of democratization of the US political system"

These goals which were obtained from the sources cited werenext ordered into knowledge and insight-, opinion-, attitude- andskill goals. The result is reproduced in the following schema.

Schema 4: Goals of the Unites States/Netherlands Social Studies Student-Teachers Program 1987

	above mentioned numbers
a. knowledge and insight into	
1. the political system of the US	31,39
2. political processes in de US	1,6,24,32,34
3. ways of influencing the political proces in de US	2, 25
4. the relationship between one's one state/ province and the government	8, 11
5. the influence of politics on one's own welfare and well being	12
6. the difficulty of making political choices when all the different interests are taken into account	13, 17, 20
7. Washington as the capital city of the US	14
8. the fact that every topic handled in the Congress involves economics as well as politics	16
9. one's own role (rights and duties) as a citizen	19, 22, 30
10. the fact that the government is composed of people like oneself	26, 27
11. concepts	28
12. national buildings of the US	29
13. being able to think critically	10
14. being able to solve problems	10
15. current political issues	33
16. the US forein policy	40
17. the making and implementation of US forein policy	41
18. the 'Iran-Contra's affair'	42
19. the influences on present-day American society and politics of the Vietnam War	43
20. the US foreign policy related to Western Europe	44
21. the US foreign policy related to Nicaragua	45
22. the US educational system	46
23. social studies in the USA	47
b. an opinion about:	
1. important current political issues	5, 9
2. solutions for present-day economic problems	15
3. the political system in the US	51
c. attitudes:	
1. willingness to direct political participation in one's own community	3, 23, 38
2. willingness to make one's own personal evaluation of political phenomena	4
3. the sense of political efficacy	7, 18, 48
4. a sense of familiarity with community life in the USA	35
5. a sense of familiarity with culture in the USA	36

6. a sense of familiarity with institutions in the USA	37
7. more interest in US foreign policy	49
d. skill in:	
1. asking questions to politicians, civil cervants, etc.	50
2. decision-making	10
e. behaviour:	
1. informed participation in the democratic process	21,23

According to the goals 21 and 23, the end-goal is being capable of and willing to participate in the democratic political process.
Because of the limiting conditions, it was impossible to evaluate all of these goals. A selection was made based on the criterium relevance for a democracy and relevance for the future profession of the students.
In scheme 1 the selected goals are presented.

The goals appearing in the sources cited are usually formulated in general terms (for example, "an understanding of the institutions of national government in the USA"). For an evaluation, however, goals are needed which are concrete, or rather, which are formulated in terms of behavior (for example, participants can name two ways in which large business firms attempt to influence Congress). In developing an evaluation instrument for the investigation, it was therefore necessary for the researcher to provide his/her own interpretation of the stated goals.

APPENDIX 3.: INTRODUCTION OF THE STUDENTS TO THE RESEARCH STUDY

AN INVITATION

The organizers of this trip would like to know in retrospect whether or not you and the others have had a nice time, and whether or not the trip has been worthwhile in your eyes. I have therefore been asked to gather data in these areas. I am inviting you by means of this letter to help me to do this. Hopefully you will accept my invitation and give me your cooperation.
My job is to gather as much data as possible about what goes well, less well, or completely wrong, during the program.
My plan for obtaining data is the following one.
In the first place I intend to present to you a questionnaire:
- at the beginning and at the end of the program in Washington
- at the end of the program in Little Rock, and
- after some program segments during the three weeks.

Secondly, I would like to ask you once or twice to write a short report of a morning, afternoon or evening program segment and/or to make a learner-report.
Thirdly, I plan to interview you formally (though briefly) some time during the week.
Fourthly, I will keep a record of what you have to say about the program during the so-called workshops.
Finally, I will ask you to participate in a sticker-parade at the end of the program in Washington.
I would like very much for you to be completely honest in providing me with information. You may have some inhibitions about being completely frank in what you say or write if you have to sign your name to everything. To prevent this, I have decided to let you choose between stating your name, or identifying yourself with a certain code. If you choose to use some kind of code, I would like you to use the same one at all times.
Finally, I wish you all a succesful stay, and that you will cooperate with me in providing as complete a report as possible.

APPENDIX 4.: EVALUATION INSTRUMENT 1 :
PRODUCT EVALUATION QUESTIONNAIRE

Introduction

The following procedure has been followed in order to obtain an instrument for the product evaluation of knowledge, opinion, and attitude goals.
In the first place, a study was carried out of literature concerned with emperical research into the political involvement of young people. The object in view was to find question sets which had been tested for reliability. The following reports of Dutch research studies were consulted: Van Dellen et.al. (1977), Irwin et.al. (1977), Baehr et.al. (1978), Eggen et.al. (1981), Bakker et.al. (1985), Elsinga (1985), Rood et.al. (1985), and Wurtz et.al. (1985). Four research reports from the United States were studied: the National Assessment of Educational Progress (1978), Sigel (1979), Jones (1980) and Jennings et.al. (1981). In the first place, reliable questions were found with respect to a number of goals. In many cases, however, they had clearly been formulated for older respondents. The formulation of the questions has been altered at several points to adapt them to the (younger) respondents of this investigation.
In the second place, new questions have been formulated covering the goals for which no existing evaluation instrument could be found.
In the third place, thought has been directed toward determining which personal data of the students may be essential for the assessment of the evaluation data. Questions were also constructed for the acquisition of this data.
Finally some questions about the political socialization of the respondents are constructed.
The result is reproduced below.

PRODUCT EVALUATION QUESTIONNAIRE

Introduction

Would you please do the following:
- answer all the questions
- answer them yourself, which means not looking at what your neighbor has written (this is not a test)
- take your time; read each question thoroughly before you answer it
- if there are blank circles following a question, make a choice and fill in one of the blanks. If there are dotted lines, then write down the answer in your own words.

If you don't know an answer, or if you don't have an opinion about something, that's no problem. Just fill in the blanks for "don't know" or "no opinion". The question is whether or not the program is a good one, and not whether or not you know a lot. If you do know something, you should, of course, write it down.
The list with questions looks long. You will discover, however, that it doesn't take too long to complete.
Thank you in advance for your help.

QUESTIONS

1. What is your name or evaluation code?
   Answer: .....

2. Are you a man or a woman?
   Answer: 0 man
   0 woman

3. How old are you?
   Answer:

0 16	0 20	0 24
0 17	0 21	0 25
0 18	0 22	0 26
0 19	0 23	0 27

4. What are you studying?
   Answer:

0 history	0 sociology	0 geograpgy
0 law	0 anthropology	0 political science
0 theology	0 psychology	0 economy
0 philosophy	0 pedagogy	0 other, namely:

4b. Have you taken or are you taking the teacher training social studie course?
   Answer: 0 yes
   0 no

5. How many years at the university have you completed up to now?
   Answer:

0 1	0 6
0 2	0 7
0 3	0 8
0 4	0 9
0 5	0 10

6. Do you live with your parents, do you live alone, or do you live together with a partner?
   Answer: 0 with my parents
   0 alone
   0 with a partner
   0 other, namely:

7. What type of work does your father, mother, or do your step-parents do?
   Answer: mother:
   father:
   step-parents:

8. Do you consider yourself to be affiliated with a religious denomination?
   Answer: 0 yes
   0 no (go to question 11)
   0 don't know (go to question 11)
   0 no opinion (go to question 11)

9. To which church do you consider yourself to be affiliated?
   Answer: 0 Reformed Church
   0 Dutch Reformed
   0 Roman Catholic
   0 Baptist
   0 Methodist
   0 Presbytarian
   0 other, namely:
   0 none

10. How often do you attend church services?
   Answer: 0 once or twice a year
   0 once or twice a month
   0 once a week
   0 more than once a week

11. Have you ever been to a foreign country or have you never been to one?
   Answer: 0 yes
   0 no (please go on to question 13)
   0 I don't know (please go on to question 13)

12. Which foreign countries have you visited for at least one week? How many times?
   (You may fill in more than one circle.)
   Answer:

0 France	: .. times	0 Sweden	: .. times
0 Great Britain	: .. times	0 Norway	: .. times
0 Belgium	: .. times	0 Finland	: .. times
0 Germany	: .. times	0 Luxembourg	: .. times
0 Spain	: .. times	0 Netherlands	: .. times
0 Portugal	: .. times	0 Poland	: .. times
0 Italy	: .. times	0 Hungary	: .. times
0 Switzerland	: .. times	0 Rumania	: .. times
0 Austria	: .. times	0 Yugoslavia	: .. times
0 Greece	: .. times	0 Other, namely:	
0 Ireland	: .. times	.....	: .. times
0 Denmark	: .. times	.....	: .. times

13. Are you a member of a sport club and/or hobby club?
   Answer: 0 sport club
   0 hobby club
   0 no (go on to question 15)

14. Are you an officer of the governing body of a sport club and/or a hobby club?
   Answer: 0 sport club: 0 I am an officer 0 I am not
   0 hobby club: 0 I am an officer 0 I am not

15. Are you a member of an environmental protection organization, a foreign country committee, a union, a peace group, an interest group and/or any other politically active group?
(You may fill in more than one circle.)
Answer: 0 yes, an environmental protection organization
0 yes, a foreign country committee
0 yes, a union
0 yes, a peace group
0 yes, an interest group
0 yes, any other politically active group
0 no, go on to question 17)

16. Are you a member of the governing board of an environmental protection organization, a foreign country committee, a union, a peace group, an interest group and/or any other politically active group?
(You may fill in more than one circle.)
Answer:

0 environmental protection organization	: 0 I am a board member	0 I am not
0 foreign country committee	: 0 I am a board member	0 I am not
0 union	: 0 I am a board member	0 I am not
0 peace group	: 0 I am a board member	0 I am not
0 interest group	: 0 I am a board member	0 I am not
0 other politically active group	: 0 I am a board member	0 I am not

17. In the last year have you ever walked around wearing printed shirts, buttons or stickers declaring your support for a political party, an interest group or an other politically active organization?
Answer: 0 for six months or more
0 for 3 to 5 months
0 for less than one month
0 never

18. In the last year have you ever hung up a poster or sticker at the window at your home declaring your support for a certain political party, interest group or any other politically active organization?
Answer: 0 for six months or more
0 for 3 to 5 months
0 for less than one month
0 never

19. In the past five years have you taken part in demonstrations or protest marches?
Answer: 0 more than ten times
0 6 to 10 times
0 3 to 5 times
0 1 or 2 times
0 never

20. Have you voted in the last Student Council elections at your university?
Answer: 0 no
0 yes
0 don't know
0 there haven't been any such elections at my university

21. In the past three months how often have you read a newspaper on the average?
    Answer: 0 (almost) never (go to question 24)
    0 once a month (go to question 24)
    0 once a week
    0 four times a week
    0 (almost) every day

22. When you are reading the newspaper, do you read all, many, some, a few or no articles about politics <u>in the United States</u>?
    Answer: 0 (almost) all articles
    0 many articles
    0 some articles
    0 a few articles
    0 no articles

23. When you are reading the newspaper, do you read all, many, some, a few or no articles about politics <u>in the Netherlands?</u>
    Answer: 0 (almost) all articles
    0 many articles
    0 some articles
    0 a few articles
    0 no articles

24. Some people discuss what is taking place in government and in politics in general <u>in the US</u> with other people every day? Do you discuss what is taking place in government and in politics in general <u>in the US</u> with other people never, once a month, once a week, more than once a week, (almost) every day?
    Answer: 0 never
    0 once a month
    0 once a week
    0 more than once a week
    0 (almost) every day

25. Some people discuss what is taking place in government and in politics in general <u>in the Netherlands</u> with other people every day? Do you discuss what is taking place in government and in politics in general <u>in the Netherlands</u> with other people never, once a month, once a week, more than once a week, (almost) every day?
    Answer: 0 never
    0 once a month
    0 once a week
    0 more than once a week
    0 (almost) every day

26. Some people regularly keep track of what is taking place in government and in politics in general <u>in the United States</u>, while other people are not very interested in these matters. What is your position? Are you very interested in politics <u>in the United States</u>, interested, partly interested en partly not interested, not interested or not at all interested?
Answer: 0 very interested
0 interested
0 partly interested and partly not interested
0 not interested
0 not at all interested
0 no opinion
0 don't know

27. Some people regularly keep track of what is taking place in government and in politics in general <u>in the Netherlands</u>, while other people are not very interested in these matters. What is your position? Are you very interested in politics <u>in the Netherlands</u>, interested, partly interested en partly not interested, not interested or not at all interested?
Answer: 0 very interested
0 interested
0 partly interested and partly not interested
0 not interested
0 not at all interested
0 no opinion
0 don't know

28. Are you interested in learning more about government and politics in general <u>in the United States</u>, or not?
Answer: 0 yes 0 don't know
0 no 0 no opinion

29. Are you interested in learning more about government and politics in general <u>in the Netherlands</u>, or not?
Answer: 0 yes 0 don't know
0 no 0 no opinion

30. In the last year have you become more or less interested in government and politics in general <u>in the United States</u>?
Answer: 0 much more 0 don't know
0 more 0 no opinion
0 not more and not less
0 less
0 much less

31. In the last year have you become more or less interested in government and politics in general <u>in the Netherlands</u>?
Answer: 0 much more 0 don't know
0 more 0 no opinion
0 not more and not less
0 less
0 much less

32. Here below are a number of topics. Can you indicate for each one whether you are very interested in it, interested, not interested, or totally uninterested in it? You can do this by placing an x in one of the columns.
Answer:

	very interested	interested	not interested	totally uninterested
-functioning of the mass- media in the USA				
-what is happening in education in the USA				
-position black people in the USA				
-criminality in the USA				
-unemployment in the USA				

33. Here below are a number of topics. Can you indicate for each one whether you are very interested in it, interested, not interested, or totally uninterested in it? You can do this by placing an x in one of the columns.
Answer:

	very interested	interested	not interested	totally uninterested
-the US foreign policy relating to the Netherlands				
-the US foreign policy relating to Western Europe				
-the trade war between the US and Japan				
-the US foreign policy relating to the Sovjet-Union				
-the US foreign policy relating to the Third World, the poor countries in the world				

34. Are you proud to be an American?
Answer: 0 yes
0 no
0 don't know
0 no opinion
0 I am not an American

35. If you hear the word 'the Netherlands' what does it make yoe think of, with what do you connect it? Can you describe that in 10 words? And can you indicate for all the 10 words your evaluation of it: positive or negative?
Answer: If I hear the word 'the Netherlands' it makes me think of:

words:	positive	neutral	negative
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			

36. Here below are a number of topics. Can you indicate for each one whether you are very interested in it, interested, not interested, or totally uninterested in it? You can do this by placing an x in one of the columns.
Answer:

	very interested	interested	not interested	totally uninterested
-Irak-Iran war				
-war in Nicaragua				
-political development in South-Africa				
-famines in Africa				
-situations with respect to human rights in several countries				
-European cooperation and integration				
-political developments in the Philippines				
-struggle in Northern Ireland				
-political developments in the Sovjet-Union				
-'cohabitation' of the socialists and the right in France				

37. In the United States, the aim is for people to be able through politics to exert influence on the way in which the country is governed. Do you have the feeling that this really is the case, or do you think that people like you cannot really exert any influence?
Answer: People like me have:

0 influence
0 no influence
0 no opinion
0 don't know

38. Do you consider yourself to be the supporter of a political party?
Answer: 0 yes
0 no (go on to question 40)
0 don't know (go on to question 40)
0 no opinion (go on to question 40)

39. Do you consider yourself to be a fervent supporter of that political party?
Answer: 0 yes
0 no (go on to question 41)
0 don't know (go on to question 41)
0 no opinion (go on to question 41)

40. Do you feel yourself drawn toward a political party?
Answer: 0 yes 0 don't know
0 no 0 no opinion

41. Are you a member of a political party?
Answer: 0 yes (go on to question 42)
0 no (go on to question 41b)

41b Are you planning to become a member of a political party?
Answer: 0 yes 0 don't know
0 no 0 no opinion

42. Imagine that there are elections for the House of Representatives and that you are qualified to vote, would you vote?
Answer: 0 yes 0 dont'know
0 no 0 no opinion

43. Imagine that there are Student Council elections at your university in the near future. Do you plan to vote?
Answer: 0 yes 0 don't know
0 no 0 no opinion

44. Would you like to be a candidate for the Student Council elections at your university?
Answer: 0 yes 0 don't know
0 no 0 no opinion

45. Is it any use generally, in your opinion, getting exited about/working yourself up things? Or in other words, do you think that it is worth it to work actively for or against certain states of affairs <u>in the United States</u>?
Answer: 0 yes 0 don't know
0 no 0 no opinion

46. Imagine that there are elections for the House of Representatives now and you are planning to vote, for (the candidate of) which political party would you vote?
Answer: 0 Republican 0 don't know
0 Democratic 0 no opinion
0 other, namely: .....

47. Imagine there are elections for the Second Chamber in the Netherlands, you have the right to vote, and you are planning to vote, for (the candidate of) which political party would you vote?
Answer: 0 for: .....
0 don't know
0 no opinion

48. Here below are a number of questions about the US foreign policy. Please give an answer to each one.
(You can do this by placing an x in one of the columns.)
Answer:

	don't know	no opinion	yes	no
-Does the Reagan administration accurately perceive the interests and actions of the Soviet Union?				
-Should the United States try to change human rights policy in the Soviet Union?				
-Should the United States develop SDI?				
-Should the United States support anti-communist movements in other countries?				
-Should the United States defense budget be decreased?				
-Should the United States support an independent Palestinian State?				
-Should the United States negotiate with the Sandinistas in Nicaragua?				
-Should the United States raise trade barriers to protect American jobs?				
-Should the United States pressure Japan to buy American goods?				
-Should the United States reduce the number of troops stationed in Western Europe?				

49. Two lines are reproduced below. The two lines refer to the foreign policy of the Dutch government and that of the United States government. Seven positions are given on each line. These positions indicate the degree of commitment to peace or the level of aggressiveness. Would you indicate for both of the countries which position in your opinion fits the best. You can do this by marking the line with an x at some point.
Answer: 1. the Netherlands:

1	2	3	4	5	6	7
deeply committed to peace	committed to peace	reasonably committed to peace	not committed to peace not agressive	reasonably agressive	agressive	extremely agressive

2. the United States of America:

1	2	3	4	5	6	7
deeply committed to peace	committed to peace	reasonably committed to peace	not committed to peace not agressive	reasonably agressive	agressive	extremely agressive

50. Two other lines are reproduced below. Again the two lines refer to the Netherlands and to the United States of America. Seven positions are given on each line. These positions indicate the level of democratization of the political system. Would you indicate for both of the two countries which position in your opinion fits the best. You can do this by marking the line with an x at some point.
Answer: 1. the Netherlands:

1	2	3	4	5	6	7
very demo-cratic	demo-cratic	reason-ably demo-cratic	not demo-cratic	reasonably autocra-tic	auto-cra-tic	very-auto-cratic

2. the United States of America:

1	2	3	4	5	6	7
very demo-cratic	demo-cratic	reason-ably demo-cratic	not demo-cratic	reasonably autocra-tic	auto-cra-tic	very-auto-cratic

51. The legislative in the United States, the Congress, is made up of two parts. Can you name both of them?
Answer: 1.
2.

52. Each state in the United States is represented in both parts of the Congress. Do you know how many people each state has in each of the two parts, or do you know upon what the number of representatives depends?
Answer: 1. in ..... the number is ...../
the number is dependent upon .....
2. in ..... the number is ...../
the number is dependent upon .....

53. Can you describe briefly (in some keywords) according to what procedure the President of the United States is chosen?
Answer: 1.

2.

3.

4.

5.

54. The President of the United States has a number of different powers. Can you name three of them?
Answer: 1.

2.

3.

55. The President of the United States is helped in his day-to-day work by a large number of departments and people. Can you name several departments belonging to his "executive office"?
Answer: 1.

2.

3.

4.

5.

56. In the United States, the Supreme Court plays an important role. Can you name two of its responsibilities?
Answer: 1.

2.

57. In 1986, the government of the United States spent a total of 979 billion dollars. Can you indicate approximately what percent of that was spent on social security, defense and interest on debts?
Answer: - on social security : .. %
- on defense : .. %
- on interest on debts : .. %

58. It is sometimes said that newspapers are important for the functioning of democracies. Can you give two arguments in support of this statement? In other words, can you give two ways in which newspapers contribute to the functioning of a democracy?
Answer: 1.

2.

59. In the United States there are interest groups. These are organized groups who try to influence the Congress to take action in the direction they want them to. Examples are: unions, large business firms, citizens' action groups (for example, against abortion). Can you name three ways in which these interest groups go about trying to influence the government and the Congress?
Answer: 1.

2.

3.

60. In the United States, a discussion is taking place at present concerning the government's "Star Wars" or "SDI" plan. Can you indicate in three catchwords what that plan involves?
Answer: 1.

2.

3.

61. Do you know two arguments which those in favor of that plan give?
Answer: 1.

2.

62. Do you know two arguments given by those opposed to the plan?
Answer: 1.

2.

63. Can you name two ways in which in the USA the Congress is involved in the making and implementation of United States foreign policy?
Answer: 1.

2.

64. Can you name two ways in which the 'executive branch' is involved in the making and implementation of the United States foreign policy?
Answer: 1.

2.

65. Can you name two examples of how the Vietnam war has influenced present-day American society and/or politics?
Answer: 1.

2.

66 Which two issues are involved in the 'Iran-Contra's affair'?
Answer: 1.

2.

67. Can you name three issues currently being discussed between the United States and Western Europe?
Answer: 1.

2.

3.

68. Everyone obtains information about government and politics in general in the United States via different channels. Via what channels have you obtained your knowledge and insight into political events and topics in the United States up to now?
(You may fill in more than one circle.)
Answer:

0 radio
0 television
0 music
0 films, movies
0 pictures
0 national newspaper
0 state, local newspaper
0 popular magazine (f.i. People)
0 sophisticated magazine (f.i. Times)
0 books (f.i. novels)
0 textbooks
0 friend(s)
0 roommate, husband, wife
0 father
0 mother
0 brother(s), sister(s)
0 grandfather
0 grandmother
0 courses social studies in high school
0 other high school courses
0 lectures during teacher training social studies
0 other university lectures
0 political party
0 interest group
0 church
0 job experiences
0 travel experiences
0 military service
0 direct contacts with politicians
0 preparation for this program
0 this Close Up program
0 this program in Little Rock
0 direct contacts with Dutch students in this program
0 other, namely:
.....
.....
.....

69. Which channels (persons, groups, media, experiences) have contributed, in your opinion, the most to your knowledge and insight into political events and topics in the United States up to now?
(You may fill in five circles)
Answer:

0 radio
0 television
0 music
0 films, movies
0 pictures
0 national newspaper
0 state, local newspaper
0 popular magazine (f.i. People)
0 sophisticated magazine (f.i. Times)
0 books (f.i. novels)
0 textbooks
0 friend(s)
0 roommate, husband, wife
0 father
0 mother
0 brother(s), sister(s)
0 grandfather
0 grandmother
0 courses social studies in high school
0 other high school courses
0 lectures during teacher training social studies
0 other university lectures
0 political party
0 interest group
0 church
0 job experiences
0 travel experiences
0 military service
0 direct contacts with politicians
0 preparation for this program
0 this Close Up program
0 this program in Little Rock
0 direct contacts with Dutch students in this program
0 other, namely:
.....
.....
.....

70. The same question but now with respect to your opinions rather than your knowledge.
Which channels (persons, groups, media, experiences) have contributed, in your opinion, the most to your opinions with respect to political events and topics in the United States up to now?
(You may fill in five circles)
Answer:

0 radio
0 television
0 music
0 films, movies
0 pictures
0 national newspaper
0 state, local newspaper
0 popular magazine (f.i. People)
0 sophisticated magazine (f.i. Times)
0 books (f.i. novels)
0 textbooks
0 friend(s)
0 roommate, husband, wife
0 father
0 mother
0 brother(s), sister(s)
0 grandfather
0 grandmother
0 courses social studies in high school
0 other high school courses
0 lectures during teacher training social studies
0 other university lectures
0 political party
0 interest group
0 church
0 job experiences
0 travel experiences
0 military service
0 direct contacts with politicians
0 preparation for this program
0 this Close Up program
0 this program in Little Rock
0 direct contacts with Dutch students in this program
0 other, namely:
.....
.....
.....

71. Finally the same question but now with respect to your interest.
Which channels (persons, groups, media, experiences) have contributed, in your opinion, the most to your interest with respect to political events and topics in the United States up to now?
(You may fill in five circles)
Answer:

0 radio
0 television
0 music
0 films, movies
0 pictures
0 national newspaper
0 state, local newspaper
0 popular magazine (f.i. People)
0 sophisticated magazine (f.i. Times)
0 books (f.i. novels)
0 textbooks
0 friend(s)
0 roommate, husband, wife
0 father
0 mother
0 brother(s), sister(s)
0 grandfather
0 grandmother
0 courses social studies in high school
0 other high school courses
0 lectures during teacher training social studies
0 other university lectures
0 political party
0 interest group
0 church
0 job experiences
0 travel experiences
0 military service
0 direct contacts with politicians
0 preparation for this program
0 this Close Up program
0 this program in Little Rock
0 direct contacts with Dutch students in this program
0 other, namely:
.....
.....
.....

The following four questions concern the political events and topics in the Netherlands instead of the politics in United States.

72. Everyone obtains information about government and politics in general in the the Netherlands via different channels. Via what channels have you obtained your knowledge and insight in political events and topics in the Netherlands up to now?
(You may fill in more than one circle.)
Answer:

0 radio
0 television
0 music
0 films, movies
0 pictures
0 national newspaper
0 state, local newspaper
0 popular magazine (f.i. People)
0 sophisticated magazine (f.i. Times)
0 books (f.i. novels)
0 textbooks
0 friend(s)
0 roommate, husband, wife
0 father
0 mother
0 brother(s), sister(s)
0 grandfather
0 grandmother
0 courses social studies in high school
0 other high school courses
0 lectures during teacher training social studies
0 other university lectures
0 political party
0 interest group
0 church
0 job experiences
0 travel experiences
0 military service
0 direct contacts with politicians
0 preparation for this program
0 this Close Up program
0 this program in Little Rock
0 direct contacts with Dutch students in this program
0 other, namely:
.....
.....
.....

73. Which channels (persons, groups, media, experiences) have contributed, in your opinion, the most to your knowledge and insight in political events and topics in the Netherlands up to now?
(You may fill in five circles)
Answer:

0 radio
0 television
0 music
0 films, movies
0 pictures
0 national newspaper
0 state, local newspaper
0 popular magazine (f.i. People)
0 sophisticated magazine (f.i. Times)
0 books (f.i. novels)
0 textbooks
0 friend(s)
0 roommate, husband, wife
0 father
0 mother
0 brother(s), sister(s)
0 grandfather
0 grandmother
0 courses social studies in high school
0 other high school courses
0 lectures during teacher training social studies
0 other university lectures
0 political party
0 interest group
0 church
0 job experiences
0 travel experiences
0 military service
0 direct contacts with politicians
0 preparation for this program
0 this Close Up program
0 this program in Little Rock
0 direct contacts with Dutch students in this program
0 other, namely:
.....
.....
.....

74. The same question but now with respect to your opinions rather than your knowledge.
Which channels (persons, groups, media, experiences) have contributed, in your opinion, the most to your opinions with respect to political events and topics in the Netherlands up to now?
(You may fill in five circles)
Answer:

0 radio
0 television
0 music
0 films, movies
0 pictures
0 national newspaper
0 state, local newspaper
0 popular magazine (f.i. People)
0 sophisticated magazine (f.i. Times)
0 books (f.i. novels)
0 textbooks
0 friend(s)
0 roommate, husband, wife
0 father
0 mother
0 brother(s), sister(s)
0 grandfather
0 grandmother
0 courses social studies in high school
0 other high school courses
0 lectures during teacher training social studies
0 other university lectures
0 political party
0 interest group
0 church
0 job experiences
0 travel experiences
0 military service
0 direct contacts with politicians
0 preparation for this program
0 this Close Up program
0 this program in Little Rock
0 direct contacts with Dutch students in this program
0 other, namely:
.....
.....
.....

75. Finally the same question but now with respect to your interest.
Which channels (persons, groups, media, experiences) have contributed, in your opinion, the most to your interest with respect to political events and topics in the Netherlands up to now?
(You may fill in five circles)
Answer:

0 radio
0 television
0 music
0 films, movies
0 pictures
0 national newspaper
0 state, local newspaper
0 popular magazine (f.i. People)
0 sophisticated magazine (f.i. Times)
0 books (f.i. novels)
0 textbooks
0 friend(s)
0 roommate, husband, wife
0 father
0 mother
0 brother(s), sister(s)
0 grandfather
0 grandmother
0 courses social studies in high school
0 other high school courses
0 lectures during teacher training social studies
0 other university lectures
0 political party
0 interest group
0 church
0 job experiences
0 travel experiences
0 military service
0 direct contacts with politicians
0 preparation for this program
0 this Close Up program
0 this program in Little Rock
0 direct contacts with Dutch students in this program
0 other, namely:
.....
.....
.....

76. What are the names of the different types of schools in the USA?
Answer: - for children, 5 years old:
- for children, 6 to 12 years old:
- for youngsters, 12 to 15 years old:
- for adolescents, 15 to 18 years old:
- for adolescents, adults:

77. Which two titles do you get after finishing the highest level of education?
Answer: 1.

2.

78. In what school type are the grades 8 and 12?
Answer: 1. grade 8 is in:

2. grade 12 is in:

79. Can you name two differences between "public schools" and "private schools"?
Answer: 1.

2.

80. In some publications it is stated that in the USA "black" children get inferieur school education than "white" children. One of the reasons could be the system of funding. Can you describe the relationship between the quality of education and the way it is funded?
Answer:

81. In some publications it is stated that, compared to other nations, the way of governing, and the running of schools in the USA is democratic. Which two institutional aspects of the organization of schools can you name which support that opinion?
Answer: 1.

2.

82. The conditions of the subject matter social studies and of the social studies teacher in schools in the USA are poor, according to some authors. Can you name five poor conditions?
Answer: 1.

2.

3.

4.

5.

83. In publications three 'traditions' in social studies are named. These three 'traditions' (or 'approaches') differ with respect to their goals, content and method. Can you name these three 'traditions', making use of keywords?
Answer: 1.

2.

3.

84. Can you name five social studies themes or topics?
Answer: 1.

2.

3.

4.

5.

85. Research showed no influence of the manifest curriculum social studies on political attitudes of the pupils. Two exceptions on this finding are named. Which ones?
Answer: 1.

2.

APPENDIX 5.: EVALUATION INSTRUMENT 2 :
OBSERVATION FORM

One of the goals of the course is the acquisition of skills in asking politicians and civil servants questions.
In order to discover whether or not this goal has been achieved, relevant data has been gathered during the question-and-answer sessions. Specifically, data is collected concerning:
- how many students per session ask a question
- how many questions per session are asked
- how many students got an immediate answer to their question
- how many students got an answer to their question only after repeated questioning
- how many students got an answer to their question only after an intervention by the program-instructor
- how many students fail to get an answer to their question
- did the participants from the United States ask more, just as many, or fewer questions than the Dutch participants
- did the participants from the United States receive more, just as many, or fewer answers to their questions than the Dutch participants
- did the girls ask more, just as many, or fewer questions than the boys.

Theoretically, there are a number of motives and reasons which can be posited for asking or not asking questions. These can be classified in three broad categories: capabilities of the participants capabilities of the program instructors and speakers, and environmental variables. In order to obtain an impression of the last two categories, data was also collected concerning:
- to what degree the instructor/speaker was open to the students
- to what degree he/she behaved in a relaxed way
- to what extent he/she evoked affection
- to what degree he/she expressed an appreciation of the worth of students in their questions
- how the furniture was arranged
- how well the questions of the participants could be understood, taking into account the acoustics of the room
- how much time was available for questions and answers.

In order to obtain these data, all the question-and-answer sessions during the entire course were observed by two researchers working independently of one another. Both recorded the observations on an observation form.
The form looked like this:

Observation form

Program segment: .....
Topic : .....
Observer : .....

Questions

Question				answer	repeated questioning	intervention PI	answer	time
-student nr. ..	O boy	O Dutch	O yes	O yes	O yes	O yes	O yes	.. min
	O girl	O US	O no	O no	O no	O no	O no	
-student nr. ..	O boy	O Dutch	O yes	O yes	O yes	O yes	O yes	.. min
	O girl	O US	O no	O no	O no	O no	O no	
-student nr. ..	O boy	O Dutch	O yes	O yes	O yes	O yes	O yes	.. min
	O girl	O US	O no	O no	O no	O no	O no	
-student nr. ..	O boy	O Dutch	O yes	O yes	O yes	O yes	O yes	.. min
	O girl	O US	O no	O no	O no	O no	O no	
-student nr. ..	O boy	O Dutch	O yes	O yes	O yes	O yes	O yes	.. min
	O girl	O US	O no	O no	O no	O no	O no	
-student nr. ..	O boy	O Dutch	O yes	O yes	O yes	O yes	O yes	.. min
	O girl	O US	O no	O no	O no	O no	O no	
-student nr. ..	O boy	O Dutch	O yes	O yes	O yes	O yes	O yes	.. min
	O girl	O US	O no	O no	O no	O no	O no	
-student nr. ..	O boy	O Dutch	O yes	O yes	O yes	O yes	O yes	.. min
	O girl	O US	O no	O no	O no	O no	O no	
-student nr. ..	O boy	O Dutch	O yes	O yes	O yes	O yes	O yes	.. min
	O girl	O US	O no	O no	O no	O no	O no	

Instructor

1	2	3	4	5	6	7
too litte appreciation			appreciation			too much appreciation

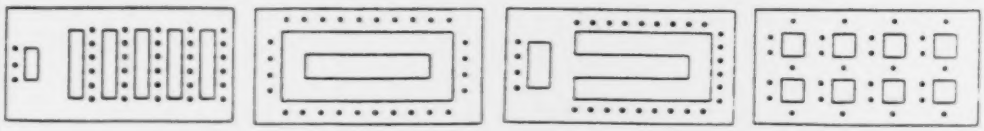
1	2	3	4	5	6	7
closed			open			too revealing

1	2	3	4	5	6	7
strained			relaxed			concerned

1	2	3	4	5	6	7
repellant			engaging			smothering

acoustics were O very good
O good
O poor
O very poor

Furniture



Duration

- of the whole program segment:
  beginning: ....., end: ..... = ... minutes
- of the introduction:
  beginning: ....., end: ..... = ... minutes
- of the questions and answers:
  beginning: ....., end: ..... = ... minutes

APPENDIX 6.: EVALUATION INSTRUMENT 3 :
LEARNER REPORT MODEL

Students often pick up more and/or other things from formal education than what is contained in the official goals. These extra effects, often called secondary effects, can be both positive and negative. In order to track down the secondary effects of the Close Up course, students have been asked to make "learning reports" (De Groot, 1978).
The instructions given to them amounted to: "write down what you have learned from this morning/afternoon/evening program".
So called learning effect sentences were formulated to help students make a start with their report. These sentences needed to be filled in.
When completed, the learning reports were analyzed with content analyses by two researchers working independently of one another.
Attention was paid to:
- about what topic was something learned
- what was learned about the topic.
The instructions given to the participants were the following.

LEARNER REPORT

So that we can find out what you have learned from this morning/afternoon/evening program, I would like to ask you to write down something.
Specifically, we would like to ask you to:
- copy each of the half sentences below on to a sheet of paper
- fill each of them in in your own words.
By filling in these sentences you can let us know what you have learned from the program. By filling in the first two sentences you can let us know what you have learned about politics, society, culture, the Dutch students, etc. The third and fourth sentences invite you to write down what you have learned about yourself.
Please write down your answers immediately as they come to mind! You do not, therefore, need to think things over and order them in your mind, or to make a distinction between things which are more or less important.
You can go to work in the following way. You begin with sentence number 1. You fill this sentence in with everything which you are thinking at that moment. Like this, for example. I have learned that ... 'flying is exciting', I have learned that ... 'politicians can speak shortly and clearly, if they want it'. If you can't think of anything more to fill in for sentence 1, go on to sentence 2. Again you fill this sentence in with everything which you are thinking that moment. For example: I have learned that it is not true that 'the political system of the US is easy to understand'.
And so forth. There are also tips concerning things you can think about under each of the fill-in sentences.
Will you please write your name or code and today's date at the top of your learner report?
Success! And thank you in advance for your cooperation!

The fill-in sentences are the following.

1. I have learned, I have found out that .....

   for example:
   ..... is always this way
   ..... works like this or that
   ..... has to be done in this or that way

2. I have learned that it is not true that .....

   for example:
   ..... is always this way
   ..... in addition to ..... also exists

3. I have learned or experienced that I

   for example:
   * think that .....
   * am.....
   * don't like .....
   * like it that .....
   * can best approach problem ..... in the following way.....

4. I have learned or experienced that it is not true that I.....

   for example:
   * always do :.....
   * always am :.....
   * never do :.....
   * never am :.....

APPENDIX 7.: EVALUATION INSTRUMENT 4 :
INTERVIEW SCHEME

During breaks in the program, structured open interviews were held with participants whose behavior was noticeably silent or seemingly uninterested, or who were failing to participate.
The participants being interviewed were given the following instructions :
"As you know, I need to collect information relating to this program in Washington D.C.resp. Little Rock. The Close-Up Foundation and the University of Arkansas Little Rock want to have reliable information so that they can change the program if necessary for the next group that comes. I would like to ask you a few questions about what your expreriences in the course have been."
The following questions were asked :
- what is your opinion of the program up till now ?
- what was good about it, in your opinion ?
- what aspects of it did you think were poor or boring ?
- what have you learned ?

The interviews were tape recorded.
Written reports were made from the tape recording ; the answers were written down verbatem.
Finally, a content analysis of the answers was carried out in order to trace :
- motives or causes of silence, lack of interest or non-participation, and to trace :
- unintended effects of the program.

APPENDIX 8.: EVALUATION INSTRUMENT 5 :
MODEL OF A REPORT IN DIARY FORM

Each day, a participant is asked to write a report of one daypart of the course in the form of a short diary entry. The instructions given to these participants is reproduced below.
A content analysis of the completed reports is to be carried out by two investigators working independently of one another; their focus is upon evaluative observations.
The following instructions are given to the participants.

REPORT IN DIARY FORM

Will you please write a short report of the program of this morning/afternoon/evening (date: .....87; time: .... - ....).
At the end of this visit all of these reports will be bundeled in a book. Your report will therefore be included in that book! Of course, you will also receive a copy of the book.
Head your report with:
- the title(s) of the program segment(s)
- the date and
- the time(s) of the program segment(s).

Would you please divide the report into two parts, that is:
- Part A: a description of what took place;
- Part B: a personal evaluation of each segment; what did you consider to be good - positive - and what did you consider to be bad - negative-.

You may submit your report in handwritten form. Do try to write legibly!
Please turn your report in to me by tomorrow afternoon at the latest.
To make things easier for you I have made a schema for your report which you only need to fill in. That schema is on the next pages. So you can write your report by filling in that schema, and turning it in to me.
Do your best! And thanks in advance for your cooperation.

SCHEMA FOR THE DIARY REPORT

The titles of the program segment: 1. .....
2. .....
3. .....

Date : ../../8

Times : 1. ..... to .....
2. ..... to .....
3. ..... to .....

Your name: .....

The following things took place this morning/afternoon/evening:

1. .....
.....
.....
.....
.....
.....
.....
.....
.....

2. .....
.....
.....
.....
.....
.....
.....
.....
.....
.....

3. .....
.....
.....
.....
.....
.....
.....
.....
.....
.....

In my opinion

- about 1: positive points: .....

negative points: .....

- about 2: positive points: .....

negative points: .....

- about 3: positive points: .....

negative points: .....

APPENDIX 9.: EVALUATION INSTRUMENT 6 :
PROCESS EVALUATION QUESTIONNAIRES

1. Process evaluation questionnaire for the Close Up Course in Washington DC

1. My name or evaluation code is: .....

2. In my opinion, this program segment was:
   O excellent
   O good
   O avarage
   O not too good
   O terrible

3. As far as I am concerned, the intentions of this program segment were:
   O clear
   O partly clear and partly unclear
   O unclear

4. I found the content of this program segment:
   O very interesting
   O interesting
   O partly interesting and partly uninteresting
   O uninteresting
   O very uninteresting

5. In my opinion, the way in which this program segment was presented, was:
   O fun
   O fun in part and not so fun in part
   O no fun

6. In my opinion, the way in which this program segment was presented:
   O made sense
   O in part made sense and in part didn't
   O made no sense

7. In this program segment I have:
   O learned a lot
   O learned something
   O learned very little
   O learned nothing

8. I think that what I have learned in this program segment is:
   O important
   O partly important and partly unimportant
   O unimportant

9. I thought that the program instructor/guest speaker:
   O did things in the right tempo
   O did things too quickly
   O did things too slowly

Please turn over!

10. I thought that the program instructor/guest speaker expressed him/herself:
    O clearly
    O sometimes clearly and sometimes vaguely
    O vaguely

11. I found the program instructor/guest speaker
    O stimulating
    O partly stimulating and partly not stimulating
    O not stimulating

12. In addition, my opinion of the program instructor/guest speaker is that he/she:
    .....
    .....
    .....
    .....

13. The acoustic of the room in which this program segment took place was in my opinion:
    O good
    O not too good
    O terrible

14. I have the following criticisms of this program segment:
    1. .....
       .....
    2. .....
       .....
    3. .....
       .....
    4. .....
       .....

15. The program instructor's/guest speaker's English was:
    O easily understandable
    O at times easy, and at other times difficult to understand
    O difficult to understand

16. I would like to observe further, that:
    .....
    .....
    .....
    .....

2. Process evaluation questionnaire for the University of Arkansas Course in Little Rock

1. My name or evaluation code is: .....

2. I am

   0 American
   0 Dutch
   0 Other, namely

3. I am a

   0 Woman
   0 man

4. In my opinion the following program segments were excellent, go d, average, not to good, terrible.
   (you can express your opinion by placing an X in one of the columns)

	I was not present	I don't remember	Excellent	Good	Average	Not too good	Terrible
A. Tuesday, 8/4/87							
1. 10:00-12:30 Tour of Little Rock in two vans.							
2. 13:30-14:30 Introduction to American univ. life. By: Dr.Harold Vaughn and Dr. C. Fred Williams							
3. 15:00-16:00 Introducation to city government by: Walter Nunn							
4. 16:00-17:00 Introduction to City Government By: Ms.Nancy Bakes and Ms. Brenda Donald							
5. 18:00-19:00 Observation of a meeting of the Little Rock City Board of Directors.							

	I was not present	I don't remember	Excellent	Good	Average	not too good	Terrible
B. Wednesday, 8/5/87							
6. 10:30-12:00 Visit to Territorial restoration.							
C. Thursday, 8/6/87							
7. 10:00-12:00 Visit to the Arkansas Art Center.							
8. 13:30-15:00 Visit Central High School							
D. Friday, 8/7/87							
9. 10:00-11:30 Seminar US Foreign Policy By: Dr.M.Scranton							
10. 13:30-15:00 Seminar Social Studies Education By: Dr. Barbara Stanford							
E. Monday, 8/10/87							
11. 11:00-13:00 Visit Exhibit Ramesses the Great in Memphis							
F. Tuesday 8/11/87							
13. 13:00-15:00 Seminar Arkansas Gazette By: Mr. Jerry Dhonau							
I. Thursday, 8/13/87							
16. 10:00-11:30 visit to the State Capitol Building							
17. 11:30-20:00 -Seminar Global Education By: Dr. B. Stanford -Visit the ranch							

5. In my opinion the in which the program was organized on the several days was excellent, good, average, not too good or terrible.
(you can express your opinion by placing an X in one of the Collumns.

The way the Program was organized on:	I was not present	No opinion	Excellent	Good	Average	Not too Good	Terrible
-Tuesday, 8/4 was							
-Wednesday, 8/5 was							
-Thursday, 8/6 was							
-Friday, 8/7 was							
-Monday, 8/10 was							
-Tuesday, 8/11 was							
-Wednesday, 8/12 was							
-Thursday, 8/13 was							

6. During the program, I have learned about American Culture

0 a lot
0 something
0 very little
0 nothing
0 no opinion
0 don't know

7. I have learned about American State politics during the program

0 a lot
0 something
0 very little
0 nothing
0 no opinion
0 don't know

8. I have learned about American local politics, for instance in Little Rock, during the program

0 a lot
0 something
0 very little
0 nothing
0 no opinion
0 don't know

9. The program offered me:

0 a lot of good experiences
0 a few good experiences
0 hardly any good experiences
0 very little good experiences
0 no good experiences
0 no opinion
0 don't know

10. I have the following criticisms of the program of the last two weeks that organized by the University of Little Rock.

    Answer:

11. During the two-weeks of home-stay visit, I have learned about American daily life

    0 a lot
    0 something
    0 very little
    0 nothing
    0 don't know
    0 no opinion
    0 I am living in the U.S.

12. The way in which the home-stay visits were organized was in my opinion

    0 excellent
    0 good
    0 average
    0 not too good
    0 terrible
    0 don't know
    0 no opinion

13, I have the following criticism of my home-stay visit during this program

    Answer:

APPENDIX 10. : EVALUATION INSTRUMENT 7:
POINTS TO INCLUDE WHEN MAKING NOTES ON THE WORKSHOPS

In the course of the workshops, the program instructors have organized a retrospective examination of the day's program. The participants can take advantage of this opportunity to make evaluative remarks.
These evaluative remarks are recorded by two investigators working independently of one another.
Points to be included when recording the workshop proceedings were:

- course segment : - goal
  - content
  - form
  - duration
  - organization
- program instructor or guest speaker : - use of English language
  - content of information provided
  - personal behavior (open, relaxed, engaging, appreciative)

For the recording a form is developed. It looks like this:

Proceedings of a workshop.
Workshop number: .....
Instructor : .....
Date : ../0 /8
Time : ..... - .....
Recorded by : .....

Evaluative remarks:
- about course segment : number: .....
  date : ../0 /8
  . goal: .....
  . content: .....
  . form: .....
  . duration: .....
  . organization: .....
  . pi/gs: use of English language: .....
  . pi/gs: content of information provided: .....
  . pi/gs: personal behavior: .....

- about course segement : number: .....
  date : ../0 /8
  . goal: .....
  . content: .....
  . form: .....
  . duration: .....
  . organization: .....
  . pi/gs: use of English language: .....
  . pi/gs: content of information provided: .....
  . pi/gs: personal behavior: .....

APPENDIX 11. : EVALUATION INSTRUMENT 8:
INSTRUCTIONS FOR THE STICKER PARADE

In order to obtain an evaluation from the participants of the entire course, as well as a relative evaluation of the different course segments, a sticker parade was held at the end of the course.
The working procedure was as follows:

- preparation :
  - The title and day of each course segment is written at the top of a blank sheet of paper.
  - these sheets of paper are hung on the wall.
- execution :
  - each participant is given 20 colored stickers; 10 with color x and 10 with color y.
  - Dutch participants:
    * girls: light blue and light green
    * boys : dark blue and dark green
  - American participants:
    * girls: light red and light grey
    * boys : dark red and dark grey
  - the following task is assigned:
    * attach the blue and red stickers to the sheets with the course segments which you thought were the best;
    * attach the green and grey stickers to the sheets with the worst course segments;
    * you may distribute the stickers among the sheets in a way in which you feel best reflects your evaluation of the segments. You could, for example, attach all your blue/green stickers to one sheet, or 9 to one and 1 to another, or 8 to one sheet en 2 to another, or 2 to each sheet, and so forth.
  - the participants then walked over to the sheets of paper and completed the task as instructed.
- evaluative discussion
  - first, relative scores are determined: what were the best segments and what were the worst ones;
  - next the participants were asked to indicate why they considered certain segments to be poor: what elements in specific were bad;
  - finally, the participants were asked to indicate what the good aspects were of those segments which had been positively evaluated.

The following materials were needed for the sticker parade: blank sheets of paper, magic markers, adhesive tape, 20 stickers per participant (the total number of stickers comprises four times four colors).
For the evaluation:

- the sheets of paper with the numbers of stickers are processed;
- the evaluative observations about the best and worst segments made during the evaluative discussion are recorded and processed by two researchers working independently of one another.

APPENDIX 12. : COMPOSITION OF THE INDEXES

Scores

Goals:	Question	Score	Question	Score	Total score
A. Knowledge and insight with resp. to:					
- the US political system	51	2	54	3	10
	52	3	56	2	
- US political processes	53	3	58	1	10
	55	2	59	1	
	57	3			
- an actual US political problem	60	2	62	4	10
	61	4			
- the US foreign policy	63	2	66	2	10
	64	2	67	2	
	65	2			
- the US education system	76	3	79	1	10
	77	1	80	2	
	78	1	81	2	
- US social studies	82	2	84	2	10
	83	3	85	3	
B. an opinion about:					
- the US political system	50	10			10
- the US political parties	46	10			10
- the Dutch political parties	47	10			10
- the US foreign policy	48	9	49	1	10
C. Attitudes:					
- interest in politics in the US	27	5	29	5	10
- interest in politics in the NL	26	5	28	5	10
- interest in US foreign policy	33	10			10
- interest in politics in other countries	36	10			10
- interest in US social issues	32	10			10
- political party identification	38		40		10
	39				
- sense of political efficacy	37	5	45	5	10
- willingness to participate in politics	42	3	44	4	10
	43	3			
- nationalism	34	10			10
- attitude towards the US	35	10			10
- attitude towards the NL	35	10			10
E. Political participation:					
- in general	14	1	18	1	10
	15	1	19	1	
	16	2	20	1	
	17	1	41a	2	
- in the US	23	5	25	5	10
- in the Netherlands	22	5	24	5	10

Explanation

Questions:	Answers:	Scores
14	an officer of at least 1 governing body	1
15	a member of at least 1 organization	1
16	a member of at least 1 governing board	2
17	yes; period is not important	1
18	yes; period is not important	1
19	3 or more times	1
20	yes	1

21 + 22	(almost all)	many	some	a few	no
- never	0	0	0	0	0
- once a month	0	0	0	0	0
- once a week	0	0	0	0	0
- four times a week	5	5	2	1	0
- (almost) every day	5	5	2	1	0

21 + 23	like question 21 + 22	
24	once a month	1
	once a week	2
	more than once a week, (almost) every day	5
25	like question 24	
26	very interested	5
	interested	2
	partly interested, partly not interested	1
27	like question 26	
28	yes	5
29	yes	5
30	much more	10
	more	5
31	like question 30	
32	per item: very interested	2
	interested	1
33	like question 32	
34	yes	10
35	10 positive	10
	8 positive + 2 negative	8
	6 positive + 4 negative	6
	5 positive + 5 negative	5
	6 negative + 4 positive	4
	8 negative + 2 positive	2
	10 negative	0
36	per item: very interested and interested	1
37	influence	5
38+39+40	38: yes + 39: yes	10
	38: yes + 39: no	6
	38: no + 40: yes	3
	38: no + 40: no	0
41b	yes	2
42	yes	3
43	yes	3
44	yes	4
45	yes	5
46	Republican or Democrat	10
47	name or abbreviation of Dutch political party	10

48	per item: yes or no	1
	10 opinions = score 9	
	9 opinions = score 8, etc.	
	2 opinions = score 1 = maximum score	
49	on both lines an x	1
50	on both lines an x	10
	on one line an x	5
51	correct answer: names of the two parts	2
52	correct answer (435, population, 100)	3
	partly correct answer: population, 100	2
	partly correct answer: population or 100	1
53	5 elements	3
	4 elements	2
	2 or 3 elements	1
54	for each power	1
55	5 departments	2
	3 or 4 departments	1
56	for each responsiblitilty	1
57	per correct percent (40-45, 25-30, 13-17)	1
	correct proportion of the three percentages	2
	correct proportion of two percentages	1
58	correct two answers	1
59	correct three answers	1
60	correct answer (defense, missiles, laser, space)	2
	partly correct answer (2 correct catchwords)	1
61	for each correct argument	2
62	for each correct argument	2
63	for each correct answer	1
64	for each correct answer	1
65	for each correct answer	1
66	for each correct answer	1
67	for each correct answer	1
76	5 or 6 correct names	3
	4 correct names	2
	2 correct names	1
77	two correct titles	1
78	two correct school types	1
79	two correct differences	1
80	correct answer	2
81	for each correct answer	1
82	4 or 5 conditions	2
	3 conditions	1
83	for each keyword	1
84	4 or 5 correct themes or topics	2
	3 correct themes or topics	1
85	two correct exceptions	3
	one correct exception	1

APPENDIX 13. : RESEARCH FINDINGS: KNOWLEDGE AND INSIGHT

Tabel 11: Knowledge and insight with respect to the US political system

Questions:	Answers: Dutch students I N=14	II N=14	III N=14	US students I N=12	II N=12	III N=12	Total I N=26	II N=26	III N=26
51. * correct answer	13	14	13	12	12	12	25	26	25
* partly correct answer	1	0	1	0	0	0	1	0	1
* no correct answer	0	0	0	0	0	0	0	0	0
52. * correct answer	0	2	0	2	6	3	2	8	3
* partly correct answer	10	10	13	9	6	9	19	16	22
* no correct answer	4	2	1	1	0	0	5	2	1
54. * correct answer	6	9	12	3	8	5	9	17	17
* partly correct answer	7	4	2	8	4	7	15	8	9
* no correct answer	1	1	0	1	0	0	2	1	0
51. * correct answer	3	6	7	4	5	6	7	11	13
* partly correct answer	9	5	7	1	5	4	10	10	11
* no correct answer	2	3	0	7	2	2	9	5	2

Tabel 12: Knowledge and insight with respect to the US political processes

Questions:	Answers: Dutch students I N=14	II N=14	III N=14	US students I N=12	II N=12	III N=12	Total I N=26	II N=26	III N=26
53. * correct answer	02	03	03	01	05	07	03	08	10
* partly correct answer	3	9	10	5	3	3	8	12	13
* no correct answer	9	2	1	6	4	2	15	6	3
55. * correct answer	4	10	8	0	0	1	4	10	9
* partly correct answer	4	4	6	9	12	11	13	16	17
* no correct answer	6	0	0	3	0	0	9	0	0
57. * correct answer	0	0	4	0	0	1	0	0	5
* partly correct answer	6	7	7	3	4	3	9	11	10
* no correct answer	8	7	3	9	8	8	17	15	11
58. * correct answer	6	12	14	6	7	7	12	19	21
* no correct answer	8	2	0	6	5	5	14	7	5
59. * correct answer	7	10	9	8	9	9	15	19	18
* no correct answer	7	4	5	4	3	3	11	7	8

Tabel 13: Knowledge and insight with respect to a US political problem: SDI

Questions:	Answers: Dutch students I N=14	II N=14	III N=14	US students I N=12	II N=12	III N=12	Total I N=26	II N=26	III N=26
60. * correct answer	04	10	07	03	02	02	07	12	09
* partly correct answer	8	4	6	1	3	3	9	7	9
* no correct answer	2	0	1	8	7	7	10	7	8
61. * correct answer	1	2	6	0	1	0	1	3	6
* partly correct answer	8	10	8	4	3	4	12	13	12
* no correct answer	5	2	0	8	8	8	13	10	8
62. * correct answer	3	12	12	3	6	5	6	18	17
* partly correct answer	9	2	2	5	2	3	14	4	5
* no correct answer	2	0	0	4	4	4	6	4	4

Tabel 14: Knowledge and insight with respect to the US foreign policy

Questions:	Answers: Dutch students I N=14	II N=14	III N=14	US students I N=12	II N=12	III N=12	Total I N=26	II N=26	III N=26
63. * correct answer	05	07	09	04	07	07	09	14	16
* partly correct answer	3	6	2	5	3	5	8	9	7
* no correct answer	6	1	3	3	2	0	9	3	3
64. * correct answer	4	4	6	2	6	7	6	10	13
* partly correct answer	1	5	5	3	3	2	4	8	7
* no correct answer	9	5	3	7	3	3	16	8	6
65. * correct answer	5	13	12	5	10	6	10	23	18
* partly correct answer	5	1	2	4	2	5	9	3	7
* no correct answer	4	0	0	3	0	1	7	0	1
66. * correct answer	1	11	10	5	5	6	6	16	16
* partly correct answer	10	3	3	2	5	3	12	8	6
* no correct answer	3	0	1	5	2	3	8	2	4
67. * correct answer	7	12	11	1	6	7	8	18	18
* partly correct answer	6	2	3	1	4	1	7	6	4
* no correct answer	1	0	0	10	2	4	11	2	4

Tabel 15: Knowledge and insight with respect to the US educational system

Questions:	Answers: Dutch students I N=14	II N=14	III N=14	US students I N=12	II N=12	III N=12	Total I N=26	II N=26	III N=26
76. * correct answer	07	--	12	10	-	12	17	--	24
* partly correct answer	5	-	2	1	-	0	6	-	2
* no correct answer	2	-	0	1	-	0	3	-	0
77. * correct answer	5	-	10	5	-	6	10	-	16
* no correct answer	9	-	4	7	-	6	16	-	10
78. * correct answer	8	-	10	10	-	12	18	-	22
* no correct answer	6	-	4	2	-	0	8	-	4
79. * correct answer	6	-	12	6	-	8	12	-	20
* no correct answer	8	-	2	6	-	4	14	-	6
80. * correct answer	5	-	11	4	-	5	9	-	16
* partly correct answer	8	-	1	0	-	0	8	-	1
* no correct answer	1	-	2	8	-	7	9	-	9
81. * correct answer	1	-	8	1	-	4	2	-	12
* partly correct answer	7	-	5	1	-	4	8	-	9
* no correct answer	6	-	1	10	-	4	16	-	5

Tabel 16: Knowledge and insight with respect to the US social studies

Questions:	Answers: Dutch students I N=14	II N=14	III N=14	US students I N=12	II N=12	III N=12	Total I N=26	II N=26	III N=26
82. * correct answer	01	--	00	1	-	0	2	--	0
* partly correct answer	1	-	8	2	-	3	3	-	11
* no correct answer	12	-	6	9	-	9	21	-	15
83. * correct answer	0	-	0	0	-	0	0	-	0
* partly correct answer	1	-	2	0	-	0	1	-	2
* no correct answer	13	-	12	12	-	12	25	-	24
84. * correct answer	0	-	3	0	-	0	0	-	3
* partly correct answer	4	-	5	0	-	2	4	-	7
* no correct answer	10	-	6	12	-	10	22	-	16
85. * correct answer	0	-	0	0	-	0	0	-	0
* partly correct answer	1	-	1	0	-	0	1	-	1
* no correct answer	13	-	13	12	-	12	25	-	25

Tabel 17: Index: knowledge per student

Students:	Indexes: US Political system			US Political processes			US Political problem			US Foreign policy			Total Political knowledge			US Education system			US Social studies			Total education			Total		
	I	II	III	I	II	III	I	II	III	I	II	III	I	II	III	I	II	III	I	II	III	I	II	III	I	II	III
NL Students:																											
01	008	009	008	002	004	004	002	003	005	002	004	007	014	020	024	003	-	002	000	-	000	003	-	002	017	-	026
2	8	9	8	1	5	6	3	9	9	2	8	8	14	31	31	3	-	8	1	-	2	4	-	10	18	-	41
3	5	3	5	5	5	3	6	10	6	5	10	6	21	28	20	5	-	10	0	-	2	5	-	12	26	-	32
4	8	9	9	4	7	7	6	8	10	8	10	10	26	34	36	6	-	9	0	-	2	6	-	11	32	-	47
5	4	6	8	4	5	7	6	8	10	9	9	9	23	28	34	3	-	10	0	-	2	3	-	12	26	-	46
6	2	9	8	1	4	6	3	6	7	2	7	4	8	26	25	8	-	8	0	-	0	8	-	8	16	-	33
7	8	8	9	7	8	8	5	8	8	5	7	9	25	31	34	8	-	7	0	-	0	8	-	7	33	-	41
8	8	9	9	3	5	7	7	7	9	9	9	10	27	30	35	6	-	8	4	-	4	10	-	12	37	-	47
9	7	7	9	4	7	9	5	7	7	7	9	9	23	30	34	6	-	9	1	-	3	7	-	12	30	-	46
10	6	7	9	3	3	5	8	8	10	5	9	8	22	27	32	8	-	10	1	-	4	9	-	14	31	-	46
11	4	5	6	2	4	5	5	8	8	3	7	6	14	24	25	6	-	9	0	-	0	6	-	9	20	-	34
12	6	8	8	5	7	6	3	6	5	4	7	7	18	28	26	6	-	9	0	-	2	6	-	11	24	-	37
13	8	9	9	5	8	7	3	8	8	5	10	10	21	35	34	4	-	8	0	-	3	4	-	11	25	-	45
14	7	7	8	4	4	3	3	6	8	5	7	8	19	24	27	7	-	9	2	-	1	9	-	10	28	-	37
Total	89	105	113	50	76	83	65	102	110	71	113	111	275	396	417	79	-	116	9	-	25	88	-	141	363	-	558
Average	6.4	7.5	8.1	3.6	5.4	5.9	4.6	7.3	7.9	5.1	8.1	7.9	4.9	7.1	7.4	5.6	-	8.3	0.6	-	1.8	3.1	-	5.0	4.3	-	6.6
US Students:																											
1	005	005	005	001	002	003	002	006	004	003	008	008	011	021	020	008	-	008	001	-	001	009	-	009	020	-	029
2	3	9	8	3	6	6	6	9	6	10	8	8	22	32	28	4	-	7	2	-	2	6	-	9	28	-	37
3	9	8	8	2	3	1	8	5	7	4	10	7	23	26	23	5	-	7	0	-	0	5	-	7	28	-	30
4	8	10	10	5	5	5	0	0	0	2	5	7	15	20	22	3	-	9	0	-	0	3	-	9	18	-	31
5	9	10	10	8	8	8	2	2	0	3	7	10	22	27	28	8	-	9	0	-	1	8	-	10	30	-	38
6	8	8	8	8	8	10	6	4	6	7	10	9	29	30	33	6	-	8	0	-	0	6	-	8	35	-	42
7	5	9	7	7	6	6	4	6	7	5	5	3	21	26	23	4	-	5	0	-	0	4	-	5	25	-	28
8	7	9	9	6	7	6	4	4	4	5	6	4	22	26	23	5	-	6	0	-	0	5	-	6	27	-	29
9	6	8	8	2	2	5	0	0	0	5	6	5	13	16	18	6	-	7	0	-	0	6	-	7	19	-	25
10	4	8	6	0	8	7	0	1	2	1	5	5	5	22	20	5	-	7	1	-	1	6	-	8	11	-	28
11	5	8	9	1	5	4	5	8	5	2	8	6	13	29	24	4	-	4	0	-	0	4	-	4	17	-	28
12	5	7	6	1	4	4	0	0	0	2	7	8	8	18	18	5	-	7	0	-	0	5	-	7	13	-	25
Total	74	99	94	44	64	65	37	45	41	49	85	80	204	293	270	63	-	84	4	-	5	67	-	89	271	-	369
Average	6.2	8.3	7.8	3.7	5.3	5.4	3.1	3.8	3.4	4.1	7.1	6.7	4.3	6.1	5.8	5.3	-	7.0	0.3	-	0.4	2.8	-	3.7	3.8	-	5.1

APPENDIX 14. : RESEARCH FINDINGS: OPINIONS

Tabel 18: Opinions about the US political system

Questions:	Answers: Dutch students			US Students			Total		
	I N=14	II N=14	III N=14	I N=12	II N=12	III N=12	I N=26	II N=26	III N=26
50.a. Netherlands									
* very democratic	00	00	00	02	01	02	02	01	02
* democratic	8	8	8	2	7	4	10	15	12
* reasonably dem.	6	6	6	7	4	6	13	10	12
* not democratic	0	0	0	0	0	0	0	0	0
* reasonably aut.	0	0	0	0	0	0	0	0	0
* autocratic	0	0	0	0	0	0	0	0	0
* very autocratic	0	0	0	0	0	0	0	0	0
* don't know	0	0	0	1	0	0	1	0	0
* no opinion	0	0	0	0	0	0	0	0	0
* no answer	0	0	0	0	0	0	0	0	0
50.b. US									
* very democratic	0	0	0	3	2	4	3	2	4
* democratic	3	5	2	6	9	8	9	14	10
* reasonably dem.	10	7	9	3	1	0	13	8	9
* not democratic	1	2	1	0	0	0	1	2	1
* reasonably aut.	0	0	1	0	0	0	0	0	1
* autocratic	0	0	1	0	0	0	0	0	1
* very autocratic	0	0	0	0	0	0	0	0	0
* don't know	0	0	0	0	0	0	0	0	0
* no opinion	0	0	0	0	0	0	0	0	0
* no answer	0	0	0	0	0	0	0	0	0

Tabel 19: Opinions about the US resp. Dutch political parties

Questions:	Answers: Dutch Students			US Students			Total		
	I N=14	II N=14	III N=14	I N=12	II N=12	III N=12	I N=26	II N=26	III N=26
46 * Democratic Party	05	06	04	05	04	04	10	10	08
* Republican Party	0	0	0	1	1	0	1	1	0
* other	0	0	0	0	0	1	0	0	1
* don't know	8	6	8	5	5	5	13	11	13
* no opinion	0	1	1	1	2	2	1	3	3
* no answer	1	1	1	0	0	0	1	1	1
47 * CDA	0	0	0	1	0	1	1	0	1
* PvdA	5	5	6	1	0	0	6	5	6
* VVD	0	1	0	0	0	0	0	1	0
* D'66	0	1	0	0	0	0	0	1	0
* CPN	0	0	0	0	0	0	0	0	0
* PPR	0	0	0	0	0	0	0	0	0
* PSP	3	3	3	0	0	0	3	3	3
* GPV	0	0	0	0	0	0	0	0	0
* SGP	0	0	0	0	0	0	0	0	0
* RPF	0	0	0	0	0	0	0	0	0
* CP	0	0	0	0	0	0	0	0	0
* SP	0	0	0	0	0	0	0	0	0
* other	0	0	0	0	0	0	0	0	0
* don't vote	0	1	0	0	0	0	0	1	0
* don't know	2	1	2	8	8	10	10	9	12
* no opinion	4	1	2	2	4	0	6	5	2
* no answer	0	1	1	0	0	1	0	1	2

Tabel 20: Opinions about the US foreign policy

Questions:	Answers: Dutch students I N=14	II N=14	III N=14	US Students I N=12	II N=12	III N=12	Total I N=26	II N=26	III N=26
48.01. * yes	00	00	00	03	04	03	03	04	03
* no	9	10	11	3	3	5	12	13	16
* don't know	3	2	3	5	5	3	8	7	6
* no opinion	1	2	0	1	0	1	2	2	1
* no answer	1	0	0	0	0	0	1	0	0
02. * yes	9	7	8	6	5	3	15	12	11
* no	2	2	2	4	4	4	6	6	6
* don't know	2	1	2	1	2	3	3	3	5
* no opinion	1	4	2	1	1	1	2	5	3
* no answer	0	0	0	0	0	1	0	0	1
03. * yes	0	0	0	3	6	4	3	6	4
* no	11	10	11	3	3	4	14	13	15
* don't know	2	3	0	2	1	1	4	4	1
* no opinion	1	1	3	4	2	3	5	3	6
* no answer	0	0	0	0	0	0	0	0	0
04. * yes	1	0	1	6	8	9	7	8	10
* no	11	11	10	4	2	1	15	13	11
* don't know	1	2	1	0	2	1	1	4	2
* no opinion	1	1	2	1	0	0	2	1	2
* no answer	0	0	0	1	0	1	1	0	1
05. * yes	12	14	14	7	7	8	19	21	22
* no	0	0	0	4	3	4	4	3	4
* don't know	1	0	0	1	2	0	2	2	0
* no opinion	1	0	0	0	0	0	1	0	0
* no answer	0	0	0	0	0	0	0	0	0
06. * yes	10	9	9	2	2	3	12	11	12
* no	0	1	1	2	2	4	2	3	5
* don't know	2	2	3	1	3	1	3	5	4
* no opinion	2	2	1	7	5	4	9	7	5
* no answer	0	0	0	0	0	0	0	0	0
07. * yes	9	13	12	5	7	8	14	20	20
* no	0	0	0	3	2	2	3	2	2
* don't know	4	0	1	2	1	2	6	1	3
* no opinion	1	1	0	2	2	0	3	3	0
* no answer	0	0	1	0	0	0	0	0	1
08. * yes	0	0	0	6	6	5	6	6	5
* no	6	5	4	4	5	3	10	10	7
* don't know	4	5	7	1	0	2	5	5	9
* no opinion	4	4	3	1	1	2	5	5	5
* no answer	0	0	0	0	0	0	0	0	0

09. * yes	0	0	0	6	5	5	6	5	5
* no	7	3	4	4	4	4	11	7	8
* don't know	5	7	7	0	2	1	5	9	8
* no opinion	2	4	3	2	1	2	4	5	5
* no answer	0	0	0	0	0	0	0	0	0
10. * yes	8	10	10	1	6	7	9	16	17
* no	1	1	0	8	3	3	9	4	3
* don't know	3	1	0	1	2	0	4	3	0
* no opinion	2	2	4	2	1	2	4	3	6
* no answer	0	0	0	0	0	0	0	0	0
49.01. Netherlands									
* deeply comm. to peace	01	01	00	00	03	02	01	04	02
* commited to peace	3	6	5	6	5	9	9	11	14
* reasonably c.t.peace	7	4	5	4	4	1	11	8	6
* not ctp not agressive	3	3	4	1	0	0	4	3	4
* reasonably agressive	0	0	0	0	0	0	0	0	0
* agressive	0	0	0	0	0	0	0	0	0
* extremely agressive	0	0	0	0	0	0	0	0	0
* no answer	0	0	0	1	0	0	1	0	0
49.02. US									
* deeply comm. to peace	0	0	0	2	3	3	2	3	3
* commited to peace	0	0	0	1	5	6	1	5	6
* reasonably c.t.peace	0	2	2	7	3	3	7	5	5
* not ctp not agressive	2	0	1	1	1	0	3	1	1
* reasonably agressive	9	12	10	1	0	0	10	12	10
* agressive	2	0	1	0	0	0	2	0	1
* extremely agressive	1	0	0	0	0	0	1	0	0
* no answer	0	0	0	0	0	0	0	0	0

Tabel 21: Index: Opinions per student

Students:	Indexes: US Political system			US Political parties			US foreign policy			Total		
	I	II	III	I	II	III	I	II	III	I	II	III
NL Students:												
1	010	010	010	010	000	000	006	003	005	026	013	015
2	10	10	10	0	0	0	8	8	8	18	18	18
3	10	10	10	0	0	10	7	7	8	17	17	28
4	10	10	10	10	10	0	8	6	7	28	26	17
5	10	10	10	0	0	0	7	8	7	17	18	17
6	10	10	10	0	10	10	3	3	4	13	23	24
7	10	10	10	0	0	0	8	7	8	18	17	18
8	10	10	10	10	0	0	10	9	8	30	19	18
9	10	10	10	0	0	0	7	7	7	17	17	17
10	10	10	10	10	10	10	7	8	8	27	28	28
11	10	10	10	0	10	10	2	4	3	12	24	23
12	10	10	10	0	0	0	6	9	7	16	19	17
13	10	10	10	0	10	0	9	8	8	19	28	18
14	10	10	10	10	10	0	8	9	9	28	29	19
Total	140	140	140	50	60	40	96	96	97	286	296	277
Average	10.0	10.0	10.0	3.6	4.3	2.9	6.9	6.9	6.9	6.8	7.1	6.6
US Students												
1	010	010	010	000	000	000	004	005	005	014	015	015
2	10	10	10	10	10	10	9	10	10	29	30	30
3	10	10	10	10	0	0	7	10	8	27	20	18
4	10	10	10	10	10	10	8	10	10	28	30	30
5	10	10	10	0	0	0	7	6	5	17	16	15
6	10	10	10	10	10	10	7	6	8	27	26	28
7	10	10	10	0	0	0	10	9	8	20	19	18
8	10	10	10	0	0	0	10	10	10	20	20	20
9	10	10	10	0	0	0	4	3	4	14	13	14
10	10	10	10	10	10	10	6	4	9	26	24	29
11	10	10	10	10	10	10	7	8	6	27	28	26
12	10	10	10	0	0	0	6	8	6	16	18	16
Total	120	120	120	60	50	50	85	89	89	265	259	259
Average	10.0	10.0	10.0	5.0	4.2	4.2	7.1	7.4	7.4	7.4	7.2	7.2

APPENDIX 15. : RESEARCH FINDINGS: ATTITUDES

Tabel 22: Interest in politics in foreign country resp. the US and the Netherl.

Questions:	Answers: Dutch students			US Students			Total		
	I N=14	II N=14	III N=14	I N=12	II N=12	III N=12	I N=26	II N=26	III N=26
26. * very interested	02	03	04	02	02	04	04	05	08
* interested	9	9	8	7	7	4	16	16	12
* partly interest.	3	2	2	1	2	3	4	4	5
* not interested	0	0	0	0	0	0	0	0	0
* totally uninter.	0	0	0	0	0	0	0	0	0
* don't know	0	0	0	1	0	0	1	0	0
* no opinion	0	0	0	1	1	1	1	1	1
* no answer	0	0	0	0	0	0	0	0	0
28. * yes	14	14	14	12	12	12	26	26	26
* no	0	0	0	0	0	0	0	0	0
* don't know	0	0	0	0	0	0	0	0	0
* no opinion	0	0	0	0	0	0	0	0	0
* no answer	0	0	0	0	0	0	0	0	0

Tabel 23: Interest in politics in the own country:the Netherlands resp. the US

Questions:	Answers: Dutch students			US Students			Total		
	I N=14	II N=14	III N=14	I N=12	II N=12	III N=12	I N=26	II N=26	III N=26
27. * very interested	04	04	05	06	08	09	10	12	14
* interested	4	8	5	4	3	1	8	11	6
* partly interest.	6	2	4	2	1	2	8	3	6
* not interested	0	0	0	0	0	0	0	0	0
* totally uninter.	0	0	0	0	0	0	0	0	0
* don't know	0	0	0	0	0	0	0	0	0
* no opinion	0	0	0	0	0	0	0	0	0
* no answer	0	0	0	0	0	0	0	0	0
29. * yes	11	12	13	12	12	12	23	24	25
* no	0	0	0	0	0	0	0	0	0
* don't know	3	1	1	0	0	0	3	1	1
* no opinion	0	1	0	0	0	0	0	1	0
* no answer	0	0	0	0	0	0	0	0	0

Tabel 24: Interest in politics in other countries

Questions:	Answers: Dutch students I N=14	Dutch students II N=14	Dutch students III N=14	US Students I N=12	US Students II N=12	US Students III N=12	Total I N=26	Total II N=26	Total III N=26
36.01 * very interested	01	03	00	06	07	04	07	10	04
* interested	9	8	12	5	5	7	14	13	19
* partly interest.	1	0	1	0	0	0	1	0	1
* not interested	3	3	1	1	0	1	4	3	2
* totally uninter.	0	0	0	0	0	0	0	0	0
* no answer	0	0	0	0	0	0	0	0	0
36.02 * very interested	6	7	5	4	6	7	10	13	12
* interested	7	7	9	5	6	4	12	13	13
* partly interest.	0	0	0	0	0	0	0	0	0
* not interested	1	0	0	2	0	1	3	0	1
* totally uninter.	0	0	0	0	0	0	0	0	0
* no answer	0	0	0	1	0	0	1	0	0
36.03 * very interested	6	4	3	4	6	5	10	10	8
* interested	8	9	11	6	6	5	14	15	16
* partly interest.	0	0	0	0	0	0	0	0	0
* not interested	0	1	0	1	0	2	1	1	2
* totally uninter.	0	0	0	0	0	0	0	0	0
* no answer	0	0	0	1	0	0	1	0	0
36.04 * very interested	3	3	3	3	1	1	6	4	4
* interested	9	9	9	7	10	9	16	19	18
* partly interest.	1	0	1	0	0	0	1	0	1
* not interested	0	2	1	2	1	2	2	3	3
* totally uninter.	1	0	0	0	0	0	1	0	0
* no answer	0	0	0	0	0	0	0	0	0
36.05 * very interested	1	4	5	5	5	5	6	9	10
* interested	13	10	8	7	7	5	20	17	13
* partly interest.	0	0	0	0	0	0	0	0	0
* not interested	0	0	1	0	0	2	0	0	3
* totally uninter.	0	0	0	0	0	0	0	0	0
* no answer	0	0	0	0	0	0	0	0	0
36.06 * very interested	2	2	3	6	5	4	8	7	7
* interested	5	7	8	5	6	8	10	13	16
* partly interest.	2	0	0	0	0	0	2	0	0
* not interested	5	5	3	1	1	0	6	6	3
* totally uninter.	0	0	0	0	0	0	0	0	0
* no answer	0	0	0	0	0	0	0	0	0
36.07 * very interested	1	2	2	1	1	3	2	3	5
* interested	9	9	9	7	10	7	16	19	16
* partly interest.	0	0	0	1	0	0	1	0	0
* not interested	4	3	3	3	1	2	7	4	5
* totally uninter.	0	0	0	0	0	0	0	0	0
* no answer	0	0	0	0	0	0	0	0	0

36.08	* very interested	1	0	0	2	4	2	3	4	2
	* interested	6	6	9	6	6	7	12	12	16
	* partly interest.	1	0	1	1	0	0	2	0	1
	* not interested	6	8	4	3	1	3	9	9	7
	* totally uninter.	0	0	0	0	0	0	0	0	0
	* no answer	0	0	0	0	1	0	0	1	0
36.09	* very interested	9	10	8	9	9	8	18	19	16
	* interested	5	4	6	3	3	4	8	7	10
	* partly interest.	0	0	0	0	0	0	0	0	0
	* not interested	0	0	0	0	0	0	0	0	0
	* totally uninter.	0	0	0	0	0	0	0	0	0
	* no answer	0	0	0	0	0	0	0	0	0
36.10	* very interested	0	1	1	4	6	5	4	7	6
	* interested	7	5	3	6	6	3	13	11	6
	* partly interest.	0	0	0	1	0	0	1	0	0
	* not interested	7	6	9	0	0	3	7	6	12
	* totally uninter.	0	2	1	0	0	0	0	2	1
	* no answer	0	0	0	1	0	1	1	0	1

Tabel 25: Interest in US foreign policy

Questions:	Answers: Dutch students I N=14	II N=14	III N=14	US Students I N=12	II N=12	III N=12	Total I N=26	II N=26	III N=26
33.01 * very interested	04	05	03	03	06	06	07	11	09
* interested	8	9	10	9	6	6	17	15	16
* partly interest.	0	0	1	0	0	0	0	0	1
* not interested	2	0	0	0	0	0	2	0	0
* totally uninter.	0	0	0	0	0	0	0	0	0
* no answer	0	0	0	0	0	0	0	0	0
33.02 * very interested	6	5	4	5	9	6	11	14	10
* interested	8	9	10	7	3	6	15	12	16
* partly interest.	0	0	0	0	0	0	0	0	0
* not interested	0	0	0	0	0	0	0	0	0
* totally uninter.	0	0	0	0	0	0	0	0	0
* no answer	0	0	0	0	0	0	0	0	0
33.03 * very interested	1	1	0	5	7	6	6	8	6
* interested	9	7	7	6	5	4	15	12	11
* partly interest.	0	0	1	0	0	0	0	0	1
* not interested	4	6	6	1	0	2	5	6	8
* totally uninter.	0	0	0	0	0	0	0	0	0
* no answer	0	0	0	0	0	0	0	0	0
33.04 * very interested	6	7	8	10	10	9	16	17	17
* interested	8	7	6	2	2	3	10	9	9
* partly interest.	0	0	0	0	0	0	0	0	0
* not interested	0	0	0	0	0	0	0	0	0
* totally uninter.	0	0	0	0	0	0	0	0	0
* no answer	0	0	0	0	0	0	0	0	0
33.05 * very interested	3	4	4	4	4	4	7	8	8
* interested	9	9	9	6	6	6	15	15	15
* partly interest.	0	0	0	0	0	0	0	0	0
* not interested	2	1	1	2	2	2	4	3	3
* totally uninter.	0	0	0	0	0	0	0	0	0
* no answer	0	0	0	0	0	0	0	0	0

Tabel 26: Interest in US social issues

Questions:	Answers: Dutch students I N=14	Dutch students II N=14	Dutch students III N=14	US Students I N=12	US Students II N=12	US Students III N=12	Total I N=26	Total II N=26	Total III N=26
32.01 * very interested	08	06	07	04	04	04	12	10	11
* interested	5	8	7	7	8	8	12	16	15
* partly interest.	0	0	0	0	0	0	0	0	0
* not interested	1	0	0	1	0	0	2	0	0
* totally uninter.	0	0	0	0	0	0	0	0	0
* no answer	0	0	0	0	0	0	0	0	0
32.02 * very interested	1	2	2	7	10	8	8	12	10
* interested	10	10	11	5	2	4	15	12	15
* partly interest.	0	0	0	0	0	0	0	0	0
* not interested	3	2	1	0	0	0	3	2	1
* totally uninter.	0	0	0	0	0	0	0	0	0
* no answer	0	0	0	0	0	0	0	0	0
32.03 * very interested	4	5	7	2	4	2	6	9	9
* interested	8	9	6	8	7	8	16	16	14
* partly interest.	0	0	1	0	0	0	0	0	1
* not interested	2	0	0	2	1	1	4	1	1
* totally uninter.	0	0	0	0	0	1	0	0	1
* no answer	0	0	0	0	0	0	0	0	0
32.04 * very interested	2	2	2	3	4	4	5	6	6
* interested	4	6	6	7	8	7	11	14	13
* partly interest.	1	0	1	0	0	0	1	0	1
* not interested	7	6	5	2	0	1	9	6	6
* totally uninter.	0	0	0	0	0	0	0	0	0
* no answer	0	0	0	0	0	0	0	0	0
32.05 * very interested	1	2	1	2	4	4	3	6	5
* interested	9	8	10	10	7	7	19	15	17
* partly interest.	1	0	0	0	0	0	1	0	0
* not interested	3	4	3	0	1	1	3	5	4
* totally uninter.	0	0	0	0	0	0	0	0	0
* no answer	0	0	0	0	0	0	0	0	0

Tabel 27: Political party identification

Questions:	Answers: Dutch students I N=14	II N=14	III N=14	US Students I N=12	II N=12	III N=12	Total I N=26	II N=26	III N=26
38. * yes	07	08	06	07	06	06	14	14	12
* no	7	4	7	4	5	6	11	9	13
* don't know	0	2	1	1	0	0	1	2	1
* no opinion	0	0	0	0	1	0	0	1	0
39. * yes	02	02	02	01	01	01	03	03	03
* no	5	3	3	5	4	4	10	9	7
* don't know	0	0	1	1	1	1	1	1	2
* no opinion	0	1	0	0	0	0	0	1	0
* no answer needed	7	6	8	5	6	6	12	12	14
40. * yes	06	05	07	03	01	00	09	06	07
* no	1	1	1	1	4	6	2	5	7
* don't know	0	0	0	1	0	0	1	0	0
* no opinion	0	0	0	0	1	0	0	1	0
* no answer needed	7	8	6	7	6	6	14	14	12
41a * yes	04	04	04	04	05	05	08	09	09
* no	10	10	10	8	7	7	18	17	17
* don't know	0	0	0	0	0	0	0	0	0
* no opinion	0	0	0	0	0	0	0	0	0
* no answer	0	0	0	0	0	0	0	0	0
41b * yes	00	00	00	02	01	00	02	01	00
* no	6	6	5	4	4	5	10	10	10
* don't know	4	2	5	2	2	2	6	4	7
* no opinion	0	0	0	0	1	0	0	1	0
* no answer	0	2	0	0	0	0	0	2	0
* no answer needed	4	4	4	4	5	5	8	9	9

Tabel 28: Sense of political efficacy in own country

Questions:	Answers: Dutch students I N=14	II N=14	III N=14	US Students I N=12	II N=12	III N=12	Total I N=26	II N=26	III N=26
37. * influence	10	11	13	11	11	12	21	22	25
* no influence	2	2	0	1	1	0	3	3	0
* don't know	1	1	1	0	0	0	1	1	1
* no opinion	1	0	0	0	0	0	1	0	0
* no answer	0	0	0	0	0	0	0	0	0
39. * yes	12	13	13	12	12	12	24	25	25
* no	1	1	1	0	0	0	1	1	1
* don't know	1	0	0	0	0	0	1	0	0
* no opinion	0	0	0	0	0	0	0	0	0
* no answer	0	0	0	0	0	0	0	0	0

Tabel 29: Willingness to participate in politics

Questions:	Answers: Dutch students I N=14	II N=14	III N=14	US Students I N=12	II N=12	III N=12	Total I N=26	II N=26	III N=26
42. * yes	13	13	13	12	12	12	25	25	25
* no	1	1	1	0	0	0	1	1	1
* don't know	0	0	0	0	0	0	0	0	0
* no opinion	0	0	0	0	0	0	0	0	0
* no answer	0	0	0	0	0	0	0	0	0
43. * yes	8	9	10	7	7	7	15	16	17
* no	3	3	3	2	2	2	5	5	5
* don't know	2	2	1	2	2	1	4	4	2
* no opinion	1	0	0	1	1	2	2	1	2
* no answer	0	0	0	0	0	0	0	0	0
44. * yes	3	3	4	5	4	4	8	7	8
* no	6	8	5	4	3	2	10	11	7
* don't know	3	1	4	2	1	2	5	2	6
* no opinion	1	1	0	1	4	3	2	5	3
* no answer	1	1	1	0	0	1	1	1	2

Tabel 30: Nationalism

Questions:	Answers: Dutch students I N=14	II N=14	III N=14	US Students I N=12	II N=12	III N=12	Total I N=26	II N=26	III N=26
44. * yes	03	03	04	11	11	11	14	14	15
* no	2	3	3	0	0	0	2	3	3
* don't know	1	1	2	0	0	0	1	1	2
* no opinion	6	6	5	0	0	0	6	6	5
* I'm not an Americ.	0	0	0	1	1	1	1	1	1
* no answer	2	1	0	0	0	0	2	1	0

Tabel 31: Attitude towards the US resp. the Netherlands

Questions:	Answers: Dutch Students I N=14	II N=14	III N=14	US Students I N=12	II N=12	III N=12
35. Number of students giving:						
* only positive words	001	001	000	007	006	002
* more positive than negative words	3	3	5	1	3	6
* pos. and neg. words in equal numb.	1	4	2	0	0	0
* more neg. than pos. words	8	6	6	0	0	0
* only negative words	0	0	1	1	0	0
* no answer	1	0	0	3	3	4
Number of:						
* positive words	034	044	042	033	044	039
* neutral words	26	30	26	18	22	8
* negative words	56	43	51	5	3	9
* don't know words	3	4	0	0	2	10
Total number of words	119	121	119	056	071	066
Most named words by:						
* Dutch students	I Reagan (8), SDI (3), New York (3), Super power (3), Gap poor-rich (3), Everything is big (3), Countryside (3), Chauvinisme (3).					
	II Everything is big (9), Reagan (6), Close Up (6), Nice, friendly people(5), Individualism (4), Vietnam war (4), Irangate (4), Armament (4), Congress (3), Sun, high temperatures (3).					
	III Gap poor-rich (5), Reagan (4), Superficial (4), Close Up (4), Nice, Friendly people ((4), Washington DC (4), Hospitality (4), Higways, cars (4), Little Rock (4), Gap black-white (4), space (3).					
* US students	I Tulips, flowers (5), Dikes (3), Wooden shoes (3), The Hague (3), Holland (3).					
	II Queen, constitutional monarchy (4), High population density (4), Tulips, flowers (3), Agriculture (3).					
	III High population density (4), Tulips, flowers (3), Amsterdam (3), Bicycles (3), Red-light district (3).					

Tabel 32: Index: attitudes: interest per student

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Students:	Indexes: Interest in politics in US			Interest in politics in NL			Interest in politics in other countries			Interest in foreign policy of US			Interest social issues in US			Total interest		
	I	II	III	I	II	III	I	II	III	I	II	III	I	II	III	I	II	III
NL Students:																		
1	007	007	007	002	010	010	006	008	006	004	008	005	004	005	004	023	038	032
2	6	7	10	1	1	1	7	8	8	6	6	6	8	7	7	28	29	32
3	6	6	6	6	7	6	6	7	7	4	4	4	5	5	5	27	29	28
4	10	10	10	10	10	10	10	10	10	10	10	7	7	10	9	47	50	46
5	7	7	7	10	7	7	7	8	9	5	5	5	2	2	3	31	29	31
6	6	6	6	6	7	6	5	7	8	4	4	4	4	4	5	25	28	29
7	10	10	10	10	10	10	10	9	10	6	7	7	5	5	5	41	41	42
8	7	7	10	10	10	10	9	9	9	8	7	8	4	6	7	38	39	44
9	7	7	7	7	7	7	9	8	8	4	5	5	4	5	4	31	32	31
10	7	7	7	6	7	7	10	8	8	8	7	7	8	6	8	39	35	37
11	7	7	7	7	7	7	10	10	10	7	5	5	5	5	5	36	34	34
12	7	6	7	1	1	6	5	5	6	3	6	5	8	8	7	24	26	31
13	7	7	7	6	7	7	5	4	6	5	3	3	3	3	3	26	24	26
14	7	7	7	7	7	10	9	10	9	8	8	9	4	4	7	35	36	42
Total	101	101	108	89	88	104	108	111	114	82	85	80	71	75	79	451	470	485
Average N=14	7.2	7.2	7.7	6.4	6.3	7.4	7.7	7.9	8.1	5.9	6.1	5.7	5.1	5.4	5.6	6.4	6.7	6.9
US Students:																		
1	006	007	006	006	007	006	006	007	004	005	005	003	007	003	003	030	029	022
2	7	10	10	7	10	10	7	10	9	8	8	8	10	7	7	39	45	44
3	7	10	10	7	7	7	8	10	6	8	7	3	5	6	5	35	40	31
4	7	7	10	7	6	10	7	10	10	6	10	10	7	10	10	34	43	50
5	6	6	6	5	5	5	4	10	5	5	4	5	4	5	5	24	30	26
6	10	10	10	7	7	7	10	10	10	6	8	7	7	7	7	40	42	41
7	10	7	7	10	7	7	10	10	10	6	8	8	5	7	7	41	39	39
8	10	10	10	10	7	7	10	9	10	10	8	9	6	8	7	46	42	43
9	10	10	10	7	7	6	10	10	10	7	10	8	6	8	5	40	45	39
10	10	10	10	7	7	10	10	10	10	10	9	9	5	10	7	42	46	46
11	10	10	10	5	6	6	10	10	9	8	9	9	5	6	7	38	41	41
12	7	10	10	7	10	10	10	10	10	6	8	8	6	7	8	36	45	46
Total	100	107	109	85	86	91	102	116	103	85	94	87	73	84	78	445	487	468
Average N=14	8.3	8.9	9.1	7.1	7.2	7.6	8.5	9.7	8.6	7.1	7.8	7.3	6.1	7.0	6.5	7.4	8.1	7.8

Tabel 33: Index: Other attitudes per student

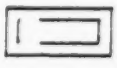
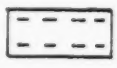
Students:	Indexes: Political party identification			Political efficacy			Willingness to participate			Nationalism			Attitude towards US resp. NL			Total attitudes		
	I	II	III	I	II	III	I	II	III	I	II	III	I	II	III	I	II	III
NL Students:																		
1	003	003	003	010	010	010	007	003	007	010	010	010	008	008	005			
2	3	3	3	5	0	0	6	6	6	0	0	0	4	5	5			
3	0	0	0	0	10	10	3	3	3	0	0	10	2	4	5			
4	10	10	10	5	5	5	10	10	10	0	0	0	5	8	5			
5	6	6	6	5	5	5	6	6	6	10	10	10	2	2	8			
6	3	3	3	10	10	10	6	6	6	0	0	0	6	5	8			
7	10	10	10	10	10	10	3	6	6	0	0	0	5	2	5			
8	3	6	3	10	10	10	3	3	3	0	0	0	4	5	4			
9	6	6	6	10	10	10	10	10	10	0	0	0	2	5	0			
10	6	6	6	5	10	10	3	3	3	0	0	0	4	2	2			
11	3	6	3	10	10	10	10	10	10	0	0	0	5	5	4			
12	6	6	6	10	10	10	6	6	6	10	10	0	5	4	4			
13	6	3	3	10	10	10	3	3	3	0	10	10	–	4	4			
14	3	3	3	10	10	10	3	3	6	0	0	0	4	4	5			
Total	68	71	65	110	120	120	79	78	85	30	40	40	56	63	64			
Avarage N=14	4.9	5.1	4.6	7.9	8.6	8.6	5.6	5.6	6.1	2.1	2.9	2.9	4.3	4.5	4.6	4.9	5.3	5.3
US Students:																		
1	006	006	006	010	010	005	006	006	006	010	010	010	010	010	006			
2	3	0	0	5	5	10	10	10	10	–	–	–	6	8	8			
3	6	6	6	10	10	10	6	6	6	10	10	10	10	10	8			
4	6	6	6	10	10	10	3	3	3	10	10	10	10	8	8			
5	0	3	0	10	10	10	3	3	3	10	10	10	0	4	6			
6	10	10	10	10	10	10	3	3	3	10	10	10	10	10	8			
7	6	0	0	10	10	10	10	10	10	10	10	10	10	10	–			
8	0	0	0	10	10	10	10	6	10	10	10	10	10	–	–			
9	3	0	0	10	10	10	6	10	6	10	10	10	–	–	–			
10	6	6	6	10	10	10	7	7	7	10	10	10	–	10	10			
11	6	6	6	10	10	10	3	3	3	10	10	10	10	10	8			
12	0	0	0	10	10	10	10	6	6	10	10	10	–	–	–			
Total	52	43	40	115	115	115	77	73	73	110	110	110	76	80	62			
Avarage N=14	4.3	3.6	3.3	9.6	9.6	9.6	6.4	6.1	6.1	10	10	10	8.4	8.9	7.8	7.7	7.6	7.4

APPENDIX 16. : RESEARCH FINDINGS: SKILL ASKING QUESTIONS

Table 34: Time for questions and answers, and the number of asking students of 7 segments of the Close Up Course

Segments of the Close Up Course	Time for questions and answers in minutes and %		Number of asking students Dutch students Men	Women	US students Men	Women	Tot.
- Seminar: The president and foreign policy 1	0	0					
- Seminar: Counter terrorism	31	76	8	4	3	1	16
- Seminar the US and Vietnam: an overview	44	48	4	4	2	2	12
- Seminar: Vietnam: the anti-war movement	36	54	3	2	3	2	10
- Seminar: US military policy in Vietnam	33	51	5	5	1	0	11
- Seminar: a response to the Iran-Contra affair	11	32	2	4	6	3	15
- Seminar: NOS Dutch television correspondent in DC	44	63	5	3	0	0	08
Total	199	324	27	22	15	8	72
Average	28.4	46.3	3.9	3.1	2.1	1.1	10.2

Table 34a: Furniture in 7 segments of the Close Up Course

Segments of the Close UP Course	Furniture			
- Seminar: The president and foreign policy 1		x		
- Seminar: Counter terrorism		x		
- Seminar the US and Vietnam: an overview		x		
- Seminar: Vietnam: the anti-war movement	x			
- Seminar: US military policy in Vietnam	x			
- Seminar: a response to the Iran-Contra affair	x			
- Seminar: NOS Dutch television correspondent in DC		x		
Total	3	4	0	0

APPENDIX 17. : RESEARCH FINDINGS: POLITICAL PARTICIPATION

Tabel 35: Political participation in general

Questions:	Answers: Dutch Students I N=14	US Students I N=12	N=16
13. * yes	08	04	04
* no	6	8	12
14. * yes	1	0	0
* no	5	4	4
* no answer	2	0	0
* no answer needed	6	8	12
15. * yes	8	2	5
* no	6	10	11
16. * yes: 2 organization	0	0	1
* yes: 1 organization	1	2	4
* no	7	0	0
* no answer	0	0	0
* no answer needed	6	10	11
17. * yes: for 3 months ore more	1	3	4
* yes: to 3 months	4	2	2
* never	9	7	10
* no answer	0	0	0
18. * yes: for 3 months ore more	1	2	3
* yes: to 3 months	4	1	1
* never	9	9	12
* no answer	0	0	0
19. * yes: more than 2 times	7	1	1
* yes: 1 or 2 times	4	2	3
* never	3	9	12
* no answer	0	0	0
20. * yes	6	6	9
* no	8	6	6
* don't know	0	0	0
* no answer	0	0	1

Tabel 36: Participation in politics in own country: the Netherlands resp. the US

Questions:	Answers: Dutch Students I N=14	US Students I N=12	N=16
21. * 4 days a week or more	12	11	14
* less than 4 days a week	1	1	2
* never	0	0	0
* no answer	1	0	0
22. * many or (almost) all articles	9	7	9
* some articles	4	3	4
* a few articles	0	2	3
* no articles	0	0	0
* no answer	1	0	0
24. * more than once a week	8	8	12
* once a week	5	4	4
* once a month	1	0	0
* never	0	0	0
* no answer	0	0	0

Tabel 37: Participation in politics in foreign country: the US resp. the Netherlands

Questions:	Answers: Dutch Students I N=14	US Students I N=12 (1)	N=16
23. * many or (almost) all articles	07	01	1
* some articles	6	3	4
* a few articles	0	2	4
* no articles	0	6	7
* no answer	1	0	0
25. * more than once a week	4	0	0
* once a week	6	0	1
* once a month	4	2	2
* never	0	10	13
* no answer	0	0	0

(1) note: in US-newspapers only a few small paragraphs about the Netherlands could be seen.

Table 37a: Index: political participation per student

Indexes	Political participation in general	in own country	with respect to other country	total
Students	I	I	I	I
-				
Dutch students				
1	2	2	1	5
2	4	4	6	14
3	1	4	4	9
4	4	10	10	24
5	5	10	4	19
6	1	1	1	3
7	3	10	7	20
8	5	10	10	25
9	5	10	7	22
10	2	10	10	22
11	1	4	3	8
12	1	7	7	15
13	1	7	7	15
14	1	10	7	18
Total	36	99	84	219
Average	2.6	7.1	6.0	5.2
US students				
1	1	4	2	7
2	2	4	6	12
3	0	7	0	7
4	2	7	0	9
5	0	7	0	7
6	1	10	2	13
7	4	10	0	14
8	3	10	3	16
9	6	10	0	16
10	1	7	2	10
11	0	10	0	10
12	1	5	0	6
13	1	7	2	10
14	2	10	2	14
15	4	10	4	18
16	1	5	0	6
Total	29	123	23	175
Average	1.8	7.7	1.4	3.6

Tabel 37b: Index: political participation

Scores	Dutch students	US students
	I	I
Goals political participation	N=14	N=16
- in general	2.6	1.8
- in own country	7.1	7.7
- with respect to US resp.NL	6.0	1.4
Total	5.2	3.6

APPENDIX 18. : RESEARCH FINDINGS: POLITICAL SOCIALIZATION AGENCIES AND PROCESSES

Tabel 38: Socialization processes with respect to interest in politics in the foreign country: the US resp. the Netherlands

Questions:	Answers: Dutch Students			US Students			Totally		
	I N=14	II N=14	III N=14	I N=12	II N=12	III N=12	I N=26	II N=26	III N=26
31. * much more	03	04	04	03	06	05	06	10	09
* more	8	8	8	5	2	6	13	10	14
* not more and not less	3	2	2	2	3	1	5	5	3
* less	0	0	0	0	0	0	0	0	0
* much less	0	0	0	0	0	0	0	0	0
* don't know	0	0	0	1	0	0	1	0	0
* no opinion	0	0	0	1	1	0	1	1	0

Tabel 39: Socialization processes with respect to interest in politics in the own country: the Netherlands resp. the US

Questions:	Answers: Dutch Students			US Students			Totally		
	I N=14	II N=14	III N=14	I N=12	II N=12	III N=12	I N=26	II N=26	III N=26
31. * much more	01	00	00	05	06	09	06	06	09
* more	1	4	4	6	5	3	7	9	7
* not more and not less	9	8	8	1	1	0	10	9	8
* less	2	2	2	0	0	0	2	2	2
* much less	1	0	0	0	0	0	1	0	0
* don't know	0	0	0	0	0	0	0	0	0
* no opinion	0	0	0	0	0	0	0	0	0

Tabel 40: Socialization agents with respect to knowledge of politics in the foreign country, the US resp. the Netherlands

Questions:	Answers: Dutch students I N=14	II N=14	III N=14	US students I N=12	II N=12	III N=12
72						
* radio	9	8	9	1	1	1
* television	14	14	14	3	8	5
* music	3	1	1	0	1	0
* films, movies	9	5	5	1	2	2
* pictures	2	2	3	0	1	1
* national newspaper	13	13	13	2	5	5
* state, local newspaper	4	1	3	7	4	3
* popular magazine	4	2	4	0	0	0
* sophisticated magazine	10	8	12	3	1	2
* books (f.i. novels)	4	4	6	2	3	2
* textbooks	10	8	10	6	5	3
* friends	7	7	7	2	3	2
* roommate, husband, wife	3	2	4	0	1	1
* father	3	3	4	0	2	1
* mother	2	1	1	1	2	1
* brother(s), sister(s)	1	2	2	1	2	2
* grandfather	0	0	0	0	1	0
* grandmother	0	0	0	0	1	0
* courses social studies	0	0	2	2	2	1
* other high school courses	3	4	7	0	2	1
* teacher training social studies	4	6	8	0	0	0
* other university lectures	7	6	8	3	3	1
* political party	1	2	1	0	0	0
* interest group	2	2	2	0	0	0
* church	0	0	0	0	0	0
* job experiences	1	1	1	0	0	0
* travel experiences	1	2	3	0	0	0
* military service	0	0	0	0	0	0
* direct contacts with politicians	2	0	3	0	0	1
* preparation for this program	10	10	12	4	4	6
* this Close Up program	1	11	13	2	7	8
* this program in Little Rock	0	0	10	2	2	5
* direct contacts with US resp. Dutch students in this program	0	7	10	1	5	9
* other, namely:						
- research in university study	1	1	1	0	0	0
- just being in the US	0	1	0	0	0	0
* no answer	0	0	0	1	1	1
Total	131	134	179	43	69	64

Tabel 41: Socialization agents with respect to knowledge of politics in the foreign country, the US resp. the Netherlands: the most influential ones

Questions:	Answers: Dutch students I N=14	II N=14	III N=14	US students I N=12	II N=12	III N=12
73						
* radio	5	2	3	0	0	0
* television	13	11	12	1	3	4
* music	0	0	0	0	0	0
* films, movies	3	0	0	0	1	1
* pictures	0	0	0	0	0	0
* national newspaper	13	11	8	0	3	2
* state, local newspaper	1	1	0	3	1	0
* popular magazine	0	0	0	0	0	0
* sophisticated magazine	6	3	2	0	0	0
* books (f.i. novels)	0	1	0	2	2	2
* textbooks	8	6	6	6	2	1
* friends	1	0	0	0	3	1
* roommate, husband, wife	0	0	0	0	1	1
* father	0	0	0	0	1	1
* mother	0	0	0	0	1	2
* brother(s), sister(s)	0	0	0	0	1	0
* grandfather	0	0	0	0	1	0
* grandmother	0	0	0	0	1	0
* courses social studies	0	0	0	0	0	1
* other high school courses	1	1	0	1	0	0
* teacher training social studies	1	0	1	0	0	0
* other university lectures	2	2	0	3	2	1
* political party	0	0	0	0	0	0
* interest group	1	1	0	0	0	0
* church	0	0	0	0	0	0
* job experiences	0	0	0	0	0	0
* travel experiences	0	0	0	0	1	0
* military service	0	0	0	0	0	0
* direct contacts with politicians	1	0	0	0	2	0
* preparation for this program	7	4	8	4	4	5
* this Close Up program	0	11	13	3	8	7
* this program in Little Rock	0	0	4	1	2	5
* direct contacts with US resp. Dutch students in this program	0	3	5	1	6	9
* other, namely:						
- research in university study	1	0	1	0	0	0
- just being in the US	0	1	0	0	0	0
* no answer	0	0	0	1	1	1
Total	64	58	63	26	47	43

Tabel 42: Socialization agents with respect to opinions about politics in the foreign country, the US resp. the Netherlands: the most influential ones

Questions:	Answers: Dutch students I N=14	II N=14	III N=14	US students I N=12	II N=12	III N=12
74						
* radio	4	2	3	0	0	0
* television	12	11	12	3	4	2
* music	0	0	0	0	0	0
* films, movies	3	0	0	0	1	1
* pictures	0	0	0	0	0	0
* national newspaper	10	9	9	0	3	2
* state, local newspaper	0	0	0	3	0	2
* popular magazine	0	0	0	0	0	0
* sophisticated magazine	6	5	4	0	0	0
* books (f.i. novels)	1	1	0	2	3	3
* textbooks	6	5	6	2	3	2
* friends	2	2	0	1	3	1
* roommate, husband, wife	1	1	1	1	2	1
* father	0	1	0	0	1	2
* mother	0	0	0	0	1	2
* brother(s), sister(s)	0	0	0	0	1	0
* grandfather	0	0	0	0	1	0
* grandmother	0	0	0	0	1	0
* courses social studies	0	0	0	1	0	0
* other high school courses	0	0	0	0	0	0
* teacher training social studies	0	0	0	0	0	0
* other university lectures	3	1	0	0	2	1
* political party	0	0	0	0	0	0
* interest group	1	2	0	0	0	0
* church	0	0	0	0	0	0
* job experiences	1	0	0	0	0	0
* travel experiences	0	0	0	0	1	0
* military service	0	0	0	0	0	0
* direct contacts with politicians	1	0	2	0	2	0
* preparation for this program	4	6	5	5	5	2
* this Close Up program	0	11	13	2	8	6
* this program in Little Rock	0	0	5	2	1	3
* direct contacts with US resp. Dutch students in this program	0	6	7	1	6	8
* other, namely: - research in university study	1	0	1	0	0	0
* no answer	0	0	0	2	1	2
Total	56	63	68	23	49	38

Tabel 43 : Socialization agents with respect to interest in politics in the foreign country, the US resp. the Netherlands: the most influential ones

Questions:	Answers: Dutch students I N=14	II N=14	III N=14	US students I N=12	II N=12	III N=12
75						
* radio	3	2	3	0	0	0
* television	12	11	10	1	4	3
* music	0	0	0	0	0	0
* films, movies	2	0	0	0	1	1
* pictures	0	0	0	0	0	0
* national newspaper	9	10	6	1	1	1
* state, local newspaper	0	0	1	3	1	0
* popular magazine	0	1	0	0	0	0
* sophisticated magazine	5	2	2	1	0	0
* books (f.i. novels)	1	0	0	1	3	1
* textbooks	5	5	4	3	2	1
* friends	2	0	1	0	3	2
* roommate, husband, wife	0	1	1	1	2	1
* father	0	0	0	0	0	2
* mother	0	0	0	1	0	2
* brother(s), sister(s)	0	0	0	0	0	0
* grandfather	0	0	0	0	0	0
* grandmother	0	0	0	0	0	0
* courses social studies	0	0	0	2	0	0
* other high school courses	0	0	0	0	1	0
* teacher training social studies	2	1	0	0	0	0
* other university lectures	2	1	0	2	1	1
* political party	0	0	0	0	0	0
* interest group	0	1	0	1	0	0
* church	0	0	0	0	0	0
* job experiences	0	0	0	0	0	0
* travel experiences	0	0	0	1	1	0
* military service	0	0	0	0	0	0
* direct contacts with politicians	1	0	2	0	3	0
* preparation for this program	9	8	8	5	5	3
* this Close Up program	1	13	13	3	8	7
* this program in Little Rock	0	0	3	2	2	3
* direct contacts with US resp. Dutch students in this program	0	6	6	1	6	10
* other, namely:						
- research in university study	2	1	0	0	0	0
* no answer	0	0	0	2	1	1
Total	56	63	60	28	44	38

Tabel 44: Socialization agents with respect to knowledge of in politics in the own country, the Netherlands resp. the US

Questions:	Answers: Dutch students I N=14	II N=14	III N=14	US students I N=12	II N=12	III N=12
68						
* radio	14	12	12	07	07	06
* television	14	14	14	12	11	11
* music	5	1	2	2	0	3
* films, movies	9	4	6	9	7	4
* pictures	6	3	4	3	1	2
* national newspaper	14	13	13	5	8	7
* state, local newspaper	7	4	6	11	10	11
* popular magazine	3	3	4	6	1	2
* sophisticated magazine	12	9	12	7	5	6
* books (f.i. novels)	8	6	7	6	6	6
* textbooks	13	12	13	11	9	9
* friends	13	10	11	7	7	8
* roommate, husband, wife	7	7	10	4	3	2
* father	9	8	9	6	4	4
* mother	8	8	8	7	4	5
* brother(s), sister(s)	4	5	5	3	2	3
* grandfather	0	1	1	1	1	1
* grandmother	0	1	1	1	1	1
* courses social studies	3	5	4	4	3	5
* other high school courses	6	6	10	3	4	4
* teacher training social studies	12	12	11	0	0	0
* other university lectures	11	9	9	8	7	5
* political party	4	1	2	1	0	1
* interest group	5	5	7	1	2	3
* church	1	0	0	1	3	1
* job experiences	6	7	3	3	2	2
* travel experiences	4	3	3	2	6	3
* military service	0	0	0	0	0	0
* direct contacts with politicians	2	3	1	4	7	3
* preparation for this program	8	8	5	5	4	7
* this Close Up program	0	4	2	2	8	10
* this program in Little Rock	0	0	2	2	1	4
* direct contacts with US resp. Dutch students in this program	0	4	2	2	6	6
* other, namely:						
- job experiences in univers. study	1	1	1	0	0	0
- research in university study	1	1	1	0	0	0
* no answer	0	0	0	0	0	0
Total	210	190	20110	146	140	145

Tabel 45: Socialization agents with respect to knowledge of politics in the own country, the Netherlands resp. the US: the most influential ones

Questions:	Answers: Dutch students I N=14	II N=14	III N=14	US students I N=12	II N=12	III N=12
69						
* radio	8	5	3	1	1	1
* television	11	13	13	9	5	8
* music	0	0	0	0	0	0
* films, movies	1	0	0	1	1	1
* pictures	0	0	0	0	0	0
* national newspaper	13	12	13	2	3	4
* state, local newspaper	1	0	2	9	7	9
* popular magazine	0	0	0	0	0	0
* sophisticated magazine	7	5	7	5	2	1
* books (f.i. novels)	2	1	1	2	3	2
* textbooks	5	10	7	4	5	5
* friends	4	4	2	2	4	2
* roommate, husband, wife	0	1	1	2	2	2
* father	3	3	2	4	3	3
* mother	0	0	0	3	3	3
* brother(s), sister(s)	0	0	0	2	2	1
* grandfather	0	0	0	1	1	1
* grandmother	0	0	0	1	1	1
* courses social studies	0	0	0	2	3	2
* other high school courses	3	2	2	0	2	1
* teacher training social studies	4	4	4	0	0	0
* other university lectures	1	3	5	4	3	3
* political party	0	0	0	1	0	0
* interest group	1	1	2	1	1	1
* church	0	0	0	0	0	0
* job experiences	3	1	1	1	1	2
* travel experiences	0	0	0	1	3	2
* military service	0	0	0	0	0	0
* direct contacts with politicians	1	1	1	1	4	3
* preparation for this program	0	0	0	1	4	4
* this Close Up program	0	1	0	1	8	7
* this program in Little Rock	0	0	0	0	2	0
* direct contacts with US resp. Dutch students in this program	0	0	0	0	4	1
* other, namely:						
- job experiences in univers. study	1	1	1	0	0	0
- research in university study	1	1	1	0	0	0
* no answer	0	0	0	0	0	0
Total	70	69	68	61	78	70

Tabel 46: Socialization agents with respect to opininons about politics in the own country, the Netherlands resp. the US: the most influential ones

Questions:	Answers: Dutch students I N=14	II N=14	III N=14	US students I N=12	II N=12	III N=12
70						
* radio	6	5	3	0	1	1
* television	11	14	12	7	6	7
* music	0	0	0	0	0	0
* films, movies	1	1	0	3	2	1
* pictures	0	0	0	0	0	0
* national newspaper	10	13	13	1	2	3
* state, local newspaper	0	0	1	4	6	5
* popular magazine	0	0	1	2	1	0
* sophisticated magazine	5	6	6	2	0	3
* books (f.i. novels)	1	1	1	1	3	3
* textbooks	2	5	7	4	2	6
* friends	8	5	4	3	3	2
* roommate, husband, wife	0	3	4	1	2	2
* father	7	5	5	3	2	5
* mother	3	1	0	3	3	4
* brother(s), sister(s)	1	1	1	1	1	1
* grandfather	0	0	0	0	1	1
* grandmother	0	0	0	0	1	1
* courses social studies	1	0	0	1	3	2
* other high school courses	2	1	3	0	1	1
* teacher training social studies	1	2	2	0	0	0
* other university lectures	1	2	3	5	3	2
* political party	0	0	0	0	0	0
* interest group	1	2	2	1	1	0
* church	0	0	0	1	0	0
* job experiences	3	1	1	1	1	2
* travel experiences	0	0	0	2	4	2
* military service	0	0	0	0	0	0
* direct contacts with politicians	1	1	2	1	4	1
* preparation for this program	0	0	0	0	3	3
* this Close Up program	0	0	0	0	6	6
* this program in Little Rock	0	0	0	0	1	0
* direct contacts with US resp. Dutch students in this program	0	0	0	0	5	0
* other, namely:						
- job experiences in univers. study	0	1	1	0	0	0
- research in university study	0	1	1	0	0	0
* no answer	0	0	0	1	0	0
Total	64	71	73	47	68	64

Tabel 47: Socialization agents with respect to interest about politics in the own country, the Netherlands resp. the US: the most influential ones

Questions:	Answers: Dutch students I N=14	II N=14	III N=14	US students I N=12	II N=12	III N=12
71						
* radio	4	5	3	1	1	0
* television	11	12	13	7	2	7
* music	0	0	0	2	0	0
* films, movies	1	0	0	3	2	1
* pictures	0	0	0	0	0	0
* national newspaper	10	13	11	0	2	2
* state, local newspaper	2	1	2	6	5	6
* popular magazine	0	0	0	1	0	0
* sophisticated magazine	2	4	6	3	3	1
* books (f.i. novels)	1	2	0	2	2	3
* textbooks	4	7	6	2	4	3
* friends	5	6	2	3	4	2
* roommate, husband, wife	1	2	4	2	3	1
* father	1	0	1	5	4	5
* mother	0	0	0	3	2	4
* brother(s), sister(s)	1	1	0	1	2	1
* grandfather	0	0	0	0	1	1
* grandmother	0	0	0	0	1	1
* courses social studies	0	0	1	0	2	1
* other high school courses	0	0	1	1	1	1
* teacher training social studies	5	4	4	0	0	0
* other university lectures	1	1	0	3	4	2
* political party	0	0	0	0	0	0
* interest group	0	1	1	1	1	1
* church	0	0	0	0	0	0
* job experiences	4	0	1	1	2	1
* travel experiences	0	1	1	2	4	3
* military service	0	0	0	0	0	0
* direct contacts with politicians	1	1	2	1	4	1
* preparation for this program	1	0	1	1	4	2
* this Close Up program	0	1	1	1	8	7
* this program in Little Rock	0	0	0	1	1	0
* direct contacts with US resp. Dutch students in this program	0	1	0	0	4	1
* other, namely:						
- job experiences in univers. study	1	1	1	0	0	0
- research in university study	2	1	2	0	0	0
* no answer	0	0	0	0	0	0
Total	58	65	64	53	73	58

APPENDIX 19. : RESEARCH FINDINGS: UNINTENDED EFFECTS

Table 48: Objects of unintended and unexpected effects, cited in interviews

Objects	Number of effects, cited by Dutch students			US students		
	Men N=1	Women N=4	Tot. N=5	Men N=2	Women N=4	Tot. N=6
- thinking about him-/herself	1	-	1	42	26	68
- behavior of him-/herself	-	8	8	6	10	16
- thinking of American students	1	1	2	1	-	1
- thinking of Dutch students	1	-	1	16	4	20
- thinking of Americans	1	1	2	18	2	20
- thinking of Dutchmen/-women	2	-	2	1	1	2
- behavior of American students	5	7	12	1	-	1
- behavior of Dutch students	-	-	-	7	8	15
- behavior of Americans	3	24	27	3	16	19
- behavior of Dutch men and women	-	-	-	3	5	8
- education, schools in the US	-	1	1	-	1	1
- education, schools in the Netherlands	-	-	-	-	4	4
- family life in the US	-	4	4	1	-	1
- family life in the Netherlands	-	-	-	1	1	2
- massmedia in the US	-	2	2	-	3	3
- massmedia in the Netherlands	-	-	-	-	-	-
- history of the US	-	-	-	-	1	1
- history of the Netherlands	-	-	-	1	1	2
- weather in the US	-	1	1	-	-	-
- weather in the Netherlands	-	-	-	-	-	-
- food in the US	-	3	3	-	-	-
- food in the Netherlands	-	-	-	-	1	1
- political system in the US	-	2	2	2	2	4
- political system in the Netherlands	-	-	-	3	1	4
- political processes in the US	-	4	4	10	17	27
- political processes in the Netherlands	-	-	-	1	-	1
- political problems in the US	-	-	-	-	-	-
- political problems in the Netherlands	-	-	-	-	-	-
- foreign policy of the US	-	1	1	5	2	7
- foreign policy of the Netherlands	-	-	-	-	-	-
- social studies in the US	-	-	-	-	-	-
- social studies in the Netherlands	-	-	-	-	-	-
- art, music in the US	-	1	1	-	1	1
- art, music in the Netherlands	-	-	-	-	3	3
- Vietnam War	-	1	1	10	13	23
- transportation in the US	-	-	-	-	-	-
- transportation in the Netherlands	-	-	-	-	-	-
- minorities in the US	-	4	4	-	-	-
- minorities in the Netherlands	-	-	-	-	-	-
- church, religion in the US	-	-	-	-	-	-
- church, religion in the Netherlands	-	-	-	-	1	1
- social economic situation in the US	-	2	2	3	-	3
- social economic situation in the Neth.	-	-	-	-	-	-
- US in general	-	5	5	2	2	4
- The Netherlands in general	-	-	-	-	4	4
- international cooperation	-	2	2	1	8	9
- this exchange program	2	14	16	4	21	25
- Washington, DC	-	-	-	8	2	10
- Little Rock, Arkansas	1	1	2	6	1	7
- Memphis	-	1	1	-	-	-
- other	-	3	3	8	-	8
Total	17	93	110	164	162	326

Table 49: Objects of unintended and unexpected effects, cited in learner reports

Objects	Number of effects, cited by Dutch students			US students		
	Men N=6 L=14	Women N=8 L=22	Tot. N=14 L=36	Men N=2 L=5	Women N=6 L=9	Tot. N=8 L=14
- thinking about him-/herself	30	46	76	10	19	29
- behavior of him-/herself	9	19	28	2	4	6
- thinking of American students	-	2	2	1	-	1
- thinking of Dutch students	-	-	-	-	3	3
- thinking of Americans	7	2	9	2	-	2
- thinking of Dutchmen/-women	-	-	-	3	-	3
- behavior of American students	1	7	8	1	1	2
- behavior of Dutch students	-	2	2	-	3	3
- behavior of Americans	4	10	14	2	1	3
- behavior of Dutch men and women	-	2	2	1	1	2
- education, schools in the US	1	9	10	1	0	1
- education, schools in the Netherlands	-	-	-	-	1	1
- family life in the US	1	1	2	-	-	-
- family life in the Netherlands	-	-	-	-	-	-
- massmedia in the US	4	21	25	-	2	2
- massmedia in the Netherlands	-	-	-	-	-	-
- history of the US	-	1	1	-	-	-
- history of the Netherlands	-	2	2	-	-	-
- weather in the US	2	1	3	-	-	-
- weather in the Netherlands	-	-	-	-	-	-
- food in the US	-	3	3	-	-	-
- food in the Netherlands	-	-	-	-	-	-
- political system in the US	3	5	8	-	-	-
- political system in the Netherlands	-	1	1	1	-	1
- political processes in the US	9	11	20	-	6	6
- political processes in the Netherlands	-	-	-	-	-	-
- political problems in the US	2	-	2	-	2	2
- political problems in the Netherlands	-	-	-	-	-	-
- foreign policy of the US	3	4	7	-	1	1
- foreign policy of the Netherlands	-	-	-	-	-	-
- social studies in the US	3	-	3	-	-	-
- social studies in the Netherlands	-	-	-	-	-	-
- art, music in the US	1	13	14	-	-	-
- art, music in the Netherlands	-	-	-	-	-	-
- Vietnam War	2	8	10	-	4	4
- transportation in the US	-	1	1	-	-	-
- transportation in the Netherlands	-	-	-	-	-	-
- minorities in the US	1	1	2	-	-	-
- minorities in the Netherlands	-	-	-	-	-	-
- church, religion in the US	-	1	1	-	-	-
- church, religion in the Netherlands	-	-	-	-	-	-
- social economic situation in the US	1	1	2	-	-	-
- social economic situation in the Neth.	-	-	-	-	-	-
- US in general	6	2	8	-	-	-
- The Netherlands in general	1	-	1	-	-	-
- international cooperation	-	-	-	-	-	-
- this exchange program	-	-	-	-	-	-
- Washington, DC	-	6	6	-	3	3
- Little Rock, Arkansas	-	20	20	-	-	-
- Memphis	1	9	10	-	1	1
- other	10	42	52	3	10	13
Total	102	253	355	27	62	89

APPENDIX 20. : RESEARCH FINDINGS: PROCESS EVALUATION

In this appendix the data obtained by means of the process-evaluation questionnaires, are presented.
The following program segments are evaluated by the process-evaluation questionnaire:

- the preparation in the Netherlands:
  - . the seminar by Dr. Robert C. Tash , 18.05.87
  - . the seminar by Drs. Nancy J. Boeije-Kelley , 18.05.87
  - . the seminar by D.A. Lindenberg ba , 18.05.87
- the Close Up course in Washington DC
  - . the workshop by Jake Clyne , 27.07.87
  - . the seminar, part 1, by Dr. Robert L. Beckman , 27.07.87
  - . the seminar by Dr. John Carland , 28.07.87
  - . the seminar by Dr. Sandy Gottlieb , 28.07.87
  - . the seminar by Colonel Harry Summers , 29.07.87
  - . the seminar by Congressman Beryl Anthony , 29.07.87
  - . the seminar at the Embassy of Nicaraqua , 30.07.87
  - . the seminar by Charles J.F. Groenhuijsen , 31.07.87
  - . the seminar at the Embassy of the Netherlands , 31.07.87
- the University of Arkansas course
  - . the whole course 01.08.87 - 15.08.87

Table:50 : Opinions about the process of the seminar by Dr. Robert C.Tash, 18.05.87

Numbers	Dutch students				US students				Total			
	Men	Women	?	Total	Men	Women	?	Total	Men	Women	?	Total
Questions	N=	N=	N=	N=	N=	N=	N=	N=	N=	N=	N=	N=
2.1 excellent				2								
2 good				3								
3 average				4								
4 n.t.good												
5 terrible				1								
a												
3.1 clear				7								
2 partly				2								
3 unclear				1								
a												
4.1 very int.				2								
2 interest.				3								
3 partly				4								
4 unint.				1								
5 very unint.												
a												
5.1 fun				4								
2 partly				4								
3 no fun				2								
a												
6.1 sense				7								
2 partly				2								
3 no sense				1								
a												
7.1 a lot				2								
2 something				6								
3 very lit.				1								
4 nothing				1								
a												
8.1 import.				6								
2 partly				2								
3 unimp.				2								
a												
9.1 right t.				9								
2 t.quick.				1								
3 t.slowly												
a												

Numbers	Dutch students				US students				Total			
	Men	Women	?	Total	Men	Women	?	Total	Men	Women	?	Total
Questions	N=	N=	N=	N=	N=	N=	N=	N=	N=	N=	N=	N=
10.1 clearly				7								
2 somet.				2								
3 vaguely												
a				1								
11.1 stimul.				3								
2 partly				3								
3 not st.				3								
a				1								
13.1 good												
2 n.t.good												
3 terrible												
a												
15.1 easily				9								
2 at times				1								
3 diffic.				0								
a				0								

Answer on the open questions by the Dutch students about

- the speaker:
  positive remarks: 0
  negative remarks: 3, f.i.: "chaotic"
- this program segment:
  positive remarks: 0
  negative remarks: 4, f.i.: "given information was not important"

Table: 51 : Opinions about the process of the seminar by Drs. Nancy J. Boeije- Kelley, 18.05.1987

Numbers	Dutch students				US students				Total			
	Men	Women	?	Total	Men	Women	?	Total	Men	Women	?	Total
Questions	N=	N=	N=	N=	N=	N=	N=	N=	N=	N=	N=	N=
2.1 excellent		1	2	3								
2 good			4	4								
3 average		1	1	2								
4 n.t.good			1	1								
5 terrible												
a												
3.1 clear		2	3	5								
2 partly			5	5								
3 unclear												
a												
4.1 very int.		1	1	2								
2 interest.		1	5	6								
3 partly			1	1								
4 unint.			1	1								
5 very unint.												
a												
5.1 fun		2	2	4								
2 partly			6	6								
3 no fun												
a												
6.1 sense		1	6	7								
2 partly		1	1	2								
3 no sense			1	1								
a												
7.1 a lot		1	1	2								
2 something			5	5								
3 very lit.		1	2	3								
4 nothing												
a												
8.1 import.		2	6	8								
2 partly			2	2								
3 unimp.												
a												
9.1 right t.		2	7	9								
2 t.quick.												
3 t.slowly			1	1								
a												

Numbers Questions	Dutch students Men N=	Women N=	? N=	Total N=	US students Men N=	Women N=	? N=	Total N=	Total Men N=	Women N=	? N=	Total N=
10.1 clearly		2	5	7								
2 somet.			2	2								
3 vaguely												
a			1	1								
11.1 stiumul.		1	4	5								
2 partly		1	2	3								
3 not st.			1	1								
a			1	1								
13.1 good												
2 n.t.good												
3 terrible												
a												
15.1 easily		2	8	10								
2 at times												
3 diffic.												
a												

Answers on the open questions by the Dutch students about

- the speaker:
  positive remarks: 2, f.i.: "enthousiast"
  negative remarks: 1, f.i.: "sometimes chaotic"
- this program segment:
  positive remarks: 0
  negative remarks: 3, f.i.: "no new information", "too long"

Table: 52 : Opinions about the process of the seminar by Ms. D.A. Lindenberg, 18.05.87

Numbers	Dutch students				US students				Total			
	Men	Women	?	Total	Men	Women	?	Total	Men	Women	?	Total
Questions	N=	N=	N=	N=	N=	N=	N=	N=	N=	N=	N=	N=
2.1 excellent				4								
2 good				6								
3 average				1								
4 n.t.good												
5 terrible												
a												
3.1 clear				10								
2 partly				1								
3 unclear												
a												
4.1 very int.				5								
2 interest.				4								
3 partly				3								
4 unint.												
5 very unint.												
a												
5.1 fun				9								
2 partly				2								
3 no fun												
a												
6.1 sense				9								
2 partly				2								
3 no sense												
a												
7.1 a lot				6								
2 something				5								
3 very lit.												
4 nothing												
a												
8.1 import.				6								
2 partly				5								
3 unimp.												
a												
9.1 right t.				10								
2 t.quick.				1								
3 t.slowly												
a												

Numbers	Dutch students				US students				Total			
	Men	Women	?	Total	Men	Women	?	Total	Men	Women	?	Total
Questions	N=	N=	N=	N=	N=	N=	N=	N=	N=	N=	N=	N=
10.1 clearly				8								
2 somet.				2								
3 vaguely												
a				1								
11.1 stiumul.				7								
2 partly				3								
3 not st.												
a				1								
13.1 good												
2 n.t.good												
3 terrible												
a												
15.1 easily				9								
2 at times				2								
3 diffic.				0								
a												

Answers on the open questions by the Dutch students:
- about the speaker:
  positive remarks: 2, f.i.: "enthousiast"
  negative remarks: 1, f.i.: "chaotic"
- about this program segment:
  positive remarks: 1, f.i.: "stimulated my curiousity"
  negative remarks: 2, f.i.: "three speakers is too much"

Table: 53 : Opinions about the process of the workshop by Jake Clyne, 27.07.87.

Numbers	Dutch students				US students				Total			
	Men	Women	?	Total	Men	Women	?	Total	Men	Women	?	Total
Questions	N=	N=	N=	N=	N=	N=	N=	N=	N=	N=	N=	N=
2.1 excellent	1			1	2	3	1	6	3	3	1	7
2 good		3		3	1	2		3	1	5		6
3 average	2	1		3					2	1		3
4 n.t.good												
5 terrible												
a												
3.1 clear	1	3		4	2	5	1	8	3	8	1	12
2 partly	2	1		3	1			1	3	1		4
3 unclear												
a												
4.1 very int.	1	1		2	2	4	1	7	3	5	1	9
2 interest.	1	2		3		1		1	1	3		4
3 partly		1		1	1			1	1	1		2
4 unint.	1			1					1			1
5 very unint.												
a												
5.1 fun	1	2		3	2	4	1	7	3	6	1	10
2 partly	1	2		3	1	1		2	2	3		5
3 no fun	1			1					1			1
a												
6.1 sense	2	3		5	3	5	1	9	5	8	1	14
2 partly	1	1		2					1	1		2
3 no sense												
a												
7.1 a lot	1	3		4	2	3		5	3	6		9
2 something	2			2	1	2	1	4	3	2	1	6
3 very lit.		1		1						1		1
4 nothing												
a												
8.1 import.	1	3		4	3	5	1	9	4	8	1	13
2 partly	2			2					2			2
3 unimp.		1		1						1		1
a												
9.1 right t.	3	3		6	3	4	1	8	6	7	1	14
2 t.quick.		1		1						1		1
3 t.slowly						1		1		1		1
a												

Numbers		Dutch students				US students				Total			
		Men	Women	?	Total	Men	Women	?	Total	Men	Women	?	Total
Questions		N=	N=	N=	N=	N=	N=	N=	N=	N=	N=	N=	N=
10.1	clearly	2	2		4	3	5	1	9	5	7	1	13
2	somet.	1	1		2					1	1		2
3	vaguely												
a			1		1						1		1
11.1	stiumul.	2	3		5	3	4	1	8	5	7	1	13
2	partly	1	1		2		1		1	1	2		3
3	not st.												
a													
13.1	good	1	4		5	1	5	1	7	2	9	1	12
2	n.t.good	1			1	1			1	2			2
3	terrible	1			1					1			1
a						1			1				1
15.1	easily	3	2		5	3	3	1	7	6	5	1	12
2	at times		2		2		1		1		3		3
3	diffic.												
a							1		1		1		1

Answers on the open questions:

- about the speaker:
  - by the Dutch students:
    positive remarks: 4, f.i.: "stimulating", "clear"
    negative remarks: 4, f.i.: "influenced the discussion"
  - by the US students:
    positive remarks: 11, f.i.: "knowledgeable", "good leader"
    negative remarks: 0
- about this program segment:
  - by the Dutch students:
    positive remarks: 2, f.i.: "good strategy of teaching"
    negative remarks: 9, f.i.: "too long"
  - by the US students:
    positive remarks: 2, f.i.: "informational segment"
    negative remarks: 4, f.i.: "too long"

Table: 54 : Opinions about the process of the seminar, part 1, by Dr. Robert L. Beckman, 27.07.87.

Numbers	Dutch students				US students				Total			
	Men	Women	?	Total	Men	Women	?	Total	Men	Women	?	Total
Questions	N=	N=	N=	N=	N=	N=	N=	N=	N=	N=	N=	N=
2.1 excellent	5	6		11	2	4		6	7	10		17
2 good	1	1		2	1	5	1	7	2	6	1	9
3 average		1		1						1		1
4 n.t.good												
5 terrible												
a					1			1	1			1
3.1 clear	6	8		14	3	7	1	11	9	15	1	25
2 partly					1	2		3	1	2		3
3 unclear												
a												
4.1 very int.	4	5		9	3	6		9	7	11		18
2 interest.	2	3		5	1	2	1	4	3	5	1	9
3 partly						1		1		1		1
4 unint.												
5 very unint.												
a												
5.1 fun	5	7		12	4	8	1	13	9	15	1	25
2 partly	1	1		2		1		1	1	2		3
3 no fun												
a												
6.1 sense	6	7		13	4	8	1	13	10	15	1	26
2 partly		1		1		1		1		2		2
3 no sense												
a												
7.1 a lot	2	5		7	1	3		4	3	8		11
2 something	4	3		7	3	6	1	10	7	9	1	17
3 very lit.												
4 nothing												
a												
8.1 import.	4	7		11	4	8	1	13	8	15	1	24
2 partly	2	1		3		1		1	2	2		4
3 unimp.												
a												
9.1 right t.	6	8		14	2	7	1	10	8	15	1	24
2 t.quick.					2	1		3	2	1		3
3 t.slowly						1		1		1		1
a												

Numbers	Dutch students				US students				Total			
	Men	Women	?	Total	Men	Women	?	Total	Men	Women	?	Total
Questions	N=	N=	N=	N=	N=	N=	N=	N=	N=	N=	N=	N=
10.1 clearly	6	7		13	2	7	1	10	8	14	1	23
2 somet.		1		1	2	2		4	2	3		5
3 vaguely												
a												
11.1 stiumul.	6	7		13	4	9	1	14	10	16	1	27
2 partly		1		1						1		1
3 not st.												
a												
13.1 good	3	7		10	4	9	1	14	7	16	1	24
2 n.t.good	2	1		3					2	1		3
3 terrible	1			1					1			1
a												
15.1 easily	6	7		13	4	9	1	14	10	16	1	27
2 at times		1		1						1		1
3 diffic.												
a												

Answers on the open questions:

- about the speaker:
  - by Dutch students:
    positive remarks: 22, f.i.: "good speaker", "impressive"
    negative remarks: 2, f.i.: "too quick", "a little bit aggresive"
  - by US students:
    positive remarks: 18, f.i.: "involved in his own ideas"
    negative remarks: 1: f.i.: "too quick"
- about this program segment:
  - by Dutch students:
    positive remarks: 1, f.i.: "many theme's"
    negative remarks: 17, f.i.: "you couldn't ask questions"
  - by US students:
    positive remarks: 4, f.i.: "I'm looking forward to part 2"
    negative remarks: 5, f.i.: "too short"

Table: 55 : Opinions about the process of the seminar by Dr. John Carland, 28.07.87

Numbers	Dutch students				US students				Total			
	Men	Women	?	Total	Men	Women	?	Total	Men	Women	?	Total
Questions	N=	N=	N=	N=	N=	N=	N=	N=	N=	N=	N=	N=
2.1 excellent	1	4		5	2	7	2	11	3	11	2	16
2 good	5	3		8	2	2		4	7	5		12
3 average		1		1						1		1
4 n.t.good												
5 terrible												
a												
3.1 clear	6	8		14	4	9	2	15	10	17	2	29
2 partly												
3 unclear												
a												
4.1 very int.	5	4		9	1	8	1	10	6	12	1	19
2 interest.	1	3		4	3	1	1	5	4	4	1	9
3 partly		1		1						1		1
4 unint.												
5 very unint.												
a												
5.1 fun	3	7		10	3	5	1	9	6	12	1	19
2 partly	3			3	1	4	1	6	4	4	1	9
3 no fun		1		1						1		1
a												
6.1 sense	4	8		12	4	9	2	15	8	17	2	27
2 partly	2			2					2			2
3 no sense												
a												
7.1 a lot	3	8		11	2	6	1	9	5	14	1	20
2 something	3			3	2	3	1	6	5	3	1	9
3 very lit.												
4 nothing												
a												
8.1 import.	5	8		13	4	8	2	14	9	16	2	27
2 partly	1			1		1		1	1	1		2
3 unimp.												
a												
9.1 right t.	6	8		14	4	7	2	13	10	15	2	27
2 t.quick.												
3 t.slowly						2		2		2		2
a												

Numbers	Dutch students				US students				Total			
	Men	Women	?	Total	Men	Women	?	Total	Men	Women	?	Total
Questions	N=	N=	N=	N=	N=	N=	N=	N=	N=	N=	N=	N=
10.1 clearly	5	7		12	4	9	2	15	9	16	2	27
2 somet.	1	1		2					1	1		2
3 vaguely												
a												
11.1 stiumul.	4	5		9	3	8	2	13	7	13	2	22
2 partly	2	2		4	1	1		2	3	3		6
3 not st.		1		1						1		1
a												
13.1 good	3	7		10	2	8	2	12	5	15	2	22
2 n.t.good	3	1		4	2	1		3	5	2		7
3 terrible												
a												
15.1 easily	6	6		12	4	9	2	15	10	15	2	27
2 at times		2		2						2		2
3 diffic.												
a												

Answers on the open questions:

- about the speaker:
  - by the Dutch students:
    positive remarks: 8, f.i.: "interesting", "clear"
    negative remarks: 9, f.i.: " too complicated"
  - by the US students:
    positive remarks: 22, f.i.: "well informed", "objectively"
    negative remarks: 0
- about this program segment:
  - by the Dutch students:
    positive remarks: 4, f.i.: "good introduction"
    negative remarks: 6, f.i.: "too long"
  - by the US students:
    positive remarks: 1, f.i.: "good introduction"
    negative remarks: 9, f.i.: "too cold", "too long"

Table:56 : Opinions about the process of the seminar by dr. Sandy Gottlieb, 28.07.87

Numbers	Dutch students				US students				Total			
	Men	Women	?	Total	Men	Women	?	Total	Men	Women	?	Total
Questions	N=	N=	N=	N=	N=	N=	N=	N=	N=	N=	N=	N=
2.1 excellent					2	4	2	8	2	4	2	8
2 good	3	5		8		2	2	4	3	7	2	12
3 average	3	3		6		2		2	3	5		8
4 n.t.good												
5 terrible												
a												
3.1 clear	3	5		8	1	5	3	9	4	10	3	17
2 partly	2	3		5	1	3	1	5	3	6	1	10
3 unclear	1			1					1			1
a												
4.1 very int.	1	1		2	1	5	1	7	2	6	1	9
2 interest.	2	5		7	1	2	2	5	3	7	2	12
3 partly	3	2		5					3	2		5
4 unint.						1		1		1		1
5 very unint.												
a							1	1			1	1
5.1 fun	2	4		6	1	4	3	8	3	8	3	14
2 partly	3	4		7	1	3	1	5	4	7	1	12
3 no fun	1			1		1		1	1	1		2
a												
6.1 sense	2	7		9	1	5	4	10	3	12	4	19
2 partly	4			4	1	3		4	5	3		8
3 no sense		1		1						1		1
a												
7.1 a lot	1	1		2		4		4	1	5		6
2 something	3	4		7	2	2	4	8	5	6	4	15
3 very lit.	2	2		4		1		1	2	3		5
4 nothing						1		1		1		1
a		1		1						1		1
8.1 import.	3	7		10	2	5	3	10	5	12	3	20
2 partly	2	1		3		2	1	3	2	3	1	6
3 unimp.	1			1					1			1
a						1		1		1		1
9.1 right t.	4	7		11	2	6	4	12	6	13	4	23
2 t.quick.												
3 t.slowly	2	1		3		2		2	2	3		5
a												

Numbers		Dutch students				US students				Total			
		Men	Women	?	Total	Men	Women	?	Total	Men	Women	?	Total
Questions		N=	N=	N=	N=	N=	N=	N=	N=	N=	N=	N=	N=
10.1	clearly	3	6		9	1	5	3	9	4	11	3	18
2	somet.	2	2		4	1	2	1	4	3	4	1	8
3	vaguely	1			1		1		1	1	1		2
a													
11.1	stiumul.		1		1	2	5	2	9	2	6	2	10
2	partly	4	6		10		2	1	3	4	8	1	13
3	not st.	2	1		3		1	1	2	2	2	1	5
a													
13.1	good	3	4		7	1	6	3	10	4	10	3	17
2	n.t.good	2	4		6	1	2		3	3	6		9
3	terrible	1			1					1			1
a								1	1			1	1
15.1	easily	6	8		14	2	8	3	13	8	16	3	27
2	at times												
3	diffic.												
a								1	1			1	1

Answers on the open questions:

- about the speaker:
  - by the Dutch students:
    positive remarks: 1, f.i.: "clear explanation"
    negative remarks: 14, f.i.: "didn't answer questions", "too slow"
  - by the US students:
    positive remarks: 12, f.i.: "very informative", "provoking"
    negative remarks: 6, f.i.: "didn't answer questions"
- about this program segment:
  - by the Dutch students:
    positive remarks: 3, f.i.: "this was another point of view"
    negative remarks: 13, f.i.: "planning after Memorial is bad"
  - by the US students:
    positive remarks: 2, f.i.: "another point of view"
    negative remarks: 6, f.i.: "too short time"

Table:57 : Opinions about the process of the seminar by Colonel Harry Summers, 29.07.87.

Numbers	Dutch students				US students				Total			
	Men	Women	?	Total	Men	Women	?	Total	Men	Women	?	Total
Questions	N=	N=	N=	N=	N=	N=	N=	N=	N=	N=	N=	N=
2.1 excellent	3	1		4			1	1	3	1	1	5
2 good	2	3	2	7	2	3		5	4	6	2	12
3 average		1	1	2		1		1		2	1	3
4 n.t.good												
5 terrible												
a												
3.1 clear	3	4	2	9	2	3	1	6	5	7	3	15
2 partly	2	1	1	4		1		1	2	2	1	5
3 unclear												
a												
4.1 very int.	2	2		4		1	1	2	2	3	1	6
2 interest.	3	1	3	7	2	2		4	5	3	3	11
3 partly		2		2		1		1		3		3
4 unint.												
5 very unint.												
a												
5.1 fun	3	4	2	9		3	1	4	3	7	3	13
2 partly	2	1	1	4	2	1		3	4	2	1	7
3 no fun												
a												
6.1 sense	4	5	2	11	2	4	1	7	6	9	3	18
2 partly	1		1	2					1		1	2
3 no sense												
a												
7.1 a lot	2	2	1	5		1	1	2	2	3	2	7
2 something	3	3	1	7	2	3		5	5	6	1	12
3 very lit.			1	1							1	1
4 nothing												
a												
8.1 import.	5	5	2	12	2	4	1	7	7	9	3	19
2 partly			1	1							1	1
3 unimp.												
a												
9.1 right t.	4	1	1	6	2	3	1	6	6	4	2	12
2 t.quick.	1	4	2	7					1	4	2	7
3 t.slowly						1		1		1		1
a												

Numbers	Dutch students				US students				Total			
	Men	Women	?	Total	Men	Women	?	Total	Men	Women	?	Total
Questions	N=	N=	N=	N=	N=	N=	N=	N=	N=	N=	N=	N=
10.1 clearly	2	1		3	2	3	1	6	4	4	1	9
2 somet.	3	4	2	9		1		1	3	5	2	10
3 vaguely												
a			1	1							1	1
11.1 stiumul.	3	3		6	2	3	1	6	5	6	1	12
2 partly	2	2	2	6		1		1	2	3	2	7
3 not st.			1	1							1	1
a												
13.1 good	2	5	2	9	1	4	1	6	3	9	3	15
2 n.t.good	2		1	3	1			1	3		1	4
3 terrible	1			1					1			1
a												
15.1 easily	2	1	1	4	2	4	1	7	4	5	2	11
2 at times	3	3	2	8					3	3	2	8
3 diffic.		1		1						1		1
a												

Answers on the open questions:

- about the speaker:
  - by the Dutch students:
    positive remarks: 8, f.i.: "onorthodox point of view"
    negative remarks: 8, f.i.: "spoke too quickly and under his breath"
  - by the US students:
    positive remarks: 4, f.i.: "was fortbright in his opinions"
    negative remarks: 0
- about this program segment:
  - by the Dutch students:
    positive remarks: 2, f.i.: "the most interesting speaker up till now"
    negative remarks: 6, f.i.: "too short"
  - by the US students:
    positive remarks: 2, f.i.: "got a more rounded view"
    negative remarks: 1, f.i.: "a lot of repeated information"

Table: 58 : Opinions about the process of the seminar by Beryl Anthony, 29.07.87

Numbers	Dutch students				US students				Total			
	Men	Women	?	Total	Men	Women	?	Total	Men	Women	?	Total
Questions	N=	N=	N=	N=	N=	N=	N=	N=	N=	N=	N=	N=
2.1 excellent												
2 good	2	1		3		2		2	2	3		5
3 average	1	2	4	7	1		2	3	2	2	6	10
4 n.t.good	1	2		3		1		1	1	3		4
5 terrible												
a												
3.1 clear	2	3	1	6		2	1	3	2	5	2	9
2 partly	2	2	2	6			1	1	2	2	3	7
3 unclear			1	1	1	1		2	1	1	1	3
a												
4.1 very int.												
2 interest.	1	1		2		1		1	1	2		3
3 partly	3	2	4	9		2	2	4	3	4	6	13
4 unint.		2		2	1			1	1	2		3
5 very unint.												
a												
5.1 fun	1	2	2	5		2		2	1	4	2	7
2 partly	2	2	2	6	1	1	2	4	3	3	4	10
3 no fun	1	1		2					1	1		2
a												
6.1 sense	1	2		3		2		2	1	4		5
2 partly	3	2	4	9	1		2	3	4	2	6	12
3 no sense		1		1		1		1		2		2
a												
7.1 a lot						1		1		1		1
2 something	3	1		4			1	1	3	1	1	5
3 very lit.		3	3	6	1	2	1	4	1	5	4	10
4 nothing	1	1	1	3					1	1	1	3
a												
8.1 import.	1	1		2		1		1	1	2		3
2 partly	2	2	3	7	1	2	2	5	3	4	5	12
3 unimp.	1			1					1			1
a		2	1	3						2	1	3
9.1 right t.	4	4	4	12		1	1	2	4	5	5	14
2 t.quick.					1	1	1	3	1	1	1	3
3 t.slowly		1		1		1		1		2		2
a												

Numbers	Dutch students				US students				Total			
	Men	Women	?	Total	Men	Women	?	Total	Men	Women	?	Total
Questions	N=	N=	N=	N=	N=	N=	N=	N=	N=	N=	N=	N=
10.1 clearly	3	2	3	8		2	2	4	3	4	5	12
2 somet.	1	1	1	3	1	1		2	2	2	1	5
3 vaguely		2		2						2		2
a												
11.1 stiumul.	2	1		3		1		1	2	2		4
2 partly	1	1	1	3			2	2	1	1	3	5
3 not st.	1	3	3	7	1	2		3	2	5	3	10
a												
13.1 good	3	2	3	8	1	3	2	6	4	5	5	14
2 n.t.good		1	1	2						1	1	2
3 terrible	1	1		2					1	1		2
a		1		1						1		1
15.1 easily	4	2	3	9	1	3	2	6	5	5	5	15
2 at times		1		1						1		1
3 diffic.		2	1	3						2	1	3
a												

Answers on the open questions:

- about the speaker:
  - by the Dutch students:
    positive remarks: 4, f.i.: "well prepared"
    negative remarks: 8, f.i.: "too quickly"
  - by the US students:
    positive remarks: 0
    negative remarks: 8, f.i.: "hurried", "not interested in us"
- about this program segment:
  - by the Dutch students:
    positive remarks: 3, f.i.: "lunch was excellent"
    negative remarks: 17, f.i.: "too short", "no time for discussion"
  - by the US students:
    positive remarks: 0
    negative remarks: 1, f.i.: "I didn't learn a lot"

Table: 59 : Opinions about the process of the seminar in the Embassy of Nicaraqua, 30.07.87.

Numbers	Dutch students				US students				Total			
	Men	Women	?	Total	Men	Women	?	Total	Men	Women	?	Total
Questions	N=	N=	N=	N=	N=	N=	N=	N=	N=	N=	N=	N=
2.1 excellent	2	4		6	1	2		3	3	6		9
2 good	1	2		3		4	1	5	1	6	1	8
3 average	3	1		4					3	1		4
4 n.t.good						1	1	2		1	1	2
5 terrible						1		1		1		1
a		1		1						1		1
3.1 clear	5	7		12	1	7	1	9	6	14	1	21
2 partly	1	1		2		1	1	2	1	2	1	4
3 unclear												
a												
4.1 very int.	4	4		8	1	6		7	5	10		15
2 interest.	1	2		3		1	1	2	1	3	1	5
3 partly	1	1		2		1		1	1	2		3
4 unint.							1	1			1	1
5 very unint.												
a		1		1						1		1
5.1 fun	3	7		10	1	4		5	4	11		15
2 partly	3	1		4		2	2	4	3	3	2	8
3 no fun						2		2		2		2
a												
6.1 sense	4	8		12	1	5	1	7	5	13	1	19
2 partly	2			2		2	1	3	2	2	1	5
3 no sense						1		1		1		1
a												
7.1 a lot	2	3		5	1	2	1	4	3	5	1	9
2 something	3	3		6		4		4	3	7		10
3 very lit.	1	1		2		1	1	2	1	2	1	4
4 nothing		1		1		1		1		2		2
a												
8.1 import.	5	6		11	1	6	1	8	6	12	1	19
2 partly	1			1					1			1
3 unimp.		1		1			1	1		1	1	2
a		1		1		2		2		3		3
9.1 right t.	2	3		5	1	6	2	9	3	9	2	14
2 t.quick.	4	5		9		2		2	4	7		11
3 t.slowly												
a												

Numbers	Dutch students				US students				Total			
	Men	Women	?	Total	Men	Women	?	Total	Men	Women	?	Total
Questions	N=	N=	N=	N=	N=	N=	N=	N=	N=	N=	N=	N=
10.1 clearly	4	3		7	1	4	1	6	5	7	1	13
2 somet.	2	4		6		3	1	4	2	7	1	10
3 vaguely						1		1		1		1
a		1		1								1
11.1 stiumul.	3	3		6		6	1	7	3	9	1	13
2 partly	2	4		6	1	1		2	3	5		8
3 not st.	1	1		2		1	1	2	1	2	1	4
a												
13.1 good	4	8		12	1	8	2	11	5	16	2	23
2 n.t.good												
3 terrible	2			2					2			2
a												
15.1 easily	5	2		7	1	7		8	6	9		15
2 at times	1	5		6		1	2	3	1	7	2	9
3 diffic.		1		1						1		1
a												

Answers on the open questions:

- about the speaker:
  - by the Dutch students:
    positive remarks: 10, f.i. : "good presentation", "convincing"
    negative remarks: 3, f.i. : "spoke too quickly"
  - by the US students:
    positive remarks: 4, f.i. : "interesting"
    negative remarks: 6, f.i. : "he didn't answer questions"
- about this program segment:
  - by the Dutch students:
    positive remarks: 3, f.i. : "interesting because of different opinions"
    negative remarks: 12, f.i. : "too short", "I was tired"
  - by the US students:
    positive remarks: 1, f.i. : "good to hear this opinion as well"
    negative remarks: 4, f.i. : "I was tired".

Table: 60 : Opinions about the process of the seminar by Charles Groenhuijsen, 31.07.87

Numbers	Dutch students				US students				Total			
Questions	Men N=	Women N=	? N=	Total N=	Men N=	Women N=	? N=	Total N=	Men N=	Women N=	? N=	Total N=
2.1 excellent	3	5		8	2	6	3	11	5	11	3	19
2 good	3	3		6	1		1	2	4	3	1	8
3 average						1		1		1		1
4 n.t.good												
5 terrible												
a												
3.1 clear	6	7		13	2	5	3	10	8	12	3	23
2 partly		1		1	1	2	1	4	1	3	1	5
3 unclear												
a												
4.1 very int.	4	5		9	1	6	3	10	5	11	3	19
2 interest.	2	2		4	2	1	1	4	4	3	1	8
3 partly		1		1						1		1
4 unint.												
5 very unint.												
a												
5.1 fun	6	7		13	2	7	4	13	8	14	4	26
2 partly		1		1	1			1	1	1		2
3 no fun												
a												
6.1 sense	5	7		12	2	7	4	13	7	14	4	25
2 partly	1	1		2	1			1	2	1		3
3 no sense												
a												
7.1 a lot	2	3		5	1	3	1	5	3	6	1	10
2 something	3	4		7	2	4	3	9	5	8	3	16
3 very lit.	1	1		2					1	1		2
4 nothing												
a												
8.1 import.	5	7		12	2	6	4	12	7	13	4	24
2 partly	1	1		2	1	1		2	2	2		4
3 unimp.												
a												
9.1 right t.	6	8		14	3	7	4	14	9	15	4	28
2 t.quick.												
3 t.slowly												
a												

Numbers		Dutch students				US students				Total			
		Men	Women	?	Total	Men	Women	?	Total	Men	Women	?	Total
Questions		N=	N=	N=	N=	N=	N=	N=	N=	N=	N=	N=	N=
10.1	clearly	5	8		13	3	7	4	14	8	15	4	27
2	somet.	1			1					1			1
3	vaguely												
a													
11.1	stiumul.	5	6		11	2	7	4	13	17	13	4	24
2	partly	1	1		2	1			1	2	1		3
3	not st.		1		1						1		1
a													
13.1	good	6	8		14	2	7	4	13	8	15	4	27
2	n.t.good					1			1	1			1
3	terrible												
a													
15.1	easily	6	8		14	3	7	4	14	9	15	4	28
2	at times												
3	diffic.												-
a													

Answers on the open questions:

- about the speaker:
  - by the Dutch students:
    positive remarks: 12, f.i.: "interesting", "kind"
    negative remarks: 1, f.i.: "didn't deal with foreign policy"
  - by the US students:
    positive remarks : 9, f.i.: "good speaker", "informative"
    negative remarks: 0
- about this program segment:
  - by the Dutch students:
    positive remarks: 5, f.i.: "very neat", "a Dutch contribution"
    negative remarks: 2, f.i.: "furniture was placed badly"
  - by the US students:
    positive remarks: 3, f.i.: "contribution by a Dutch person"
    negative remarks: 4, f.i.: "too short, "more interesting for the Dutch"

Table: 61 : Opinions about the process of the seminar at the Embassy of the Netherlands, 31.07.87

Numbers		Dutch students				US students				Total			
		Men	Women	?	Total	Men	Women	?	Total	Men	Women	?	Total
Questions		N=	N=	N=	N=	N=	N=	N=	N=	N=	N=	N=	N=
2.1	excellent	3	1		4	1	7	1	9	4	8	1	13
2	good	2	5		7	1	1	1	3	3	6	1	10
3	average	1	2		3	1			1	2	2		4
4	n.t.good												
5	terrible												
a													
3.1	clear	6	7		13	2	7	1	10	8	14	1	23
2	partly		1		1	1	1	1	3	1	2	1	4
3	unclear												
a													
4.1	very int.	3	2		5	1	7	1	9	4	9	1	14
2	interest.	3	5		8	2	1	1	4	5	6	1	12
3	partly		1		1						1		1
4	unint.												
5	very unint.												
a													
5.1	fun	5	5		10	3	8	2	13	8	13	2	23
2	partly	1	3		4								4
3	no fun												
a													
6.1	sense	4	4		8	3	7	2	12	7	11	2	20
2	partly	1	4		5		1		1	1	5		6
3	no sense	1			1					1			1
a													
7.1	a lot	5	1		6	1	6	2	9	6	7	2	15
2	something		6		6	2	2		4	2	8		10
3	very lit.		1		1						1		1
4	nothing	1			1					1			1
a													
8.1	import.	2	5		7	2	7	2	11	4	12	2	18
2	partly	3	3		6	1	1		2	4	4		8
3	unimp.	1			1					1			1
a													
9.1	right t.	4	8		12	3	7	2	12	7	15	2	24
2	t.quick.	2			2		1		1	2	1		3
3	t.slowly												
a													

Numbers	Dutch students				US students				Total			
	Men	Women	?	Total	Men	Women	?	Total	Men	Women	?	Total
Questions	N=	N=	N=	N=	N=	N=	N=	N=	N=	N=	N=	N=
10.1 clearly	6	8		14	3	8	2	13	9	16	2	27
2 somet.												
3 vaguely												
a												
11.1 stiumul.	6	6		12	2	7	2	11	8	13	2	23
2 partly		2		2	1	1		2	1	3		4
3 not st.												
a												
13.1 good	6	8		14	3	8	2	13	9	16	2	27
2 n.t.good												
3 terrible												
a												
15.1 easily	6	8		14	3	8	2	13	9	16	2	27
2 at times												
3 diffic.												
a												

Answers on the questions:
- about the speaker:
  - by the Dutch students:
    positive remarks: 6, f.i.: "amusing"
    negative remarks: 4, f.i.: "not specific enough"
  - by the US students:
    positive remarks: 15, f.i.: "informative", "with humor"
    negative remarks: 1, f.i.: "only historic facts"
- about this program segment:
  - by the Dutch students:
    positive remarks: 3, f.i.: "the explanation of the poltical system"
    negative remarks: 6, f.i.: "not time enough for questions"
  - by the US students:
    positive remarks: 0
    negative remarks: 4, f.i.: "I needed more information"

Table 62: Opinions about segments of the UALR Course

Questions	Answers Dutch students N=14	%	US students N=13	%	Total N=27	%
4.01 + excellent	0		0		0	
+ good	1		1		2	
+ average	3		1		4	
+ not too good	6		1		7	
+ terrible	4		0		4	
+ don't remember	0		0		0	
+ not present	0		10		10	
4.02 + excellent	0		1		1	
+ good	2		0		2	
+ average	7		1		8	
+ not too good	3		1		4	
+ terrible	0		0		0	
+ don't remember	2		0		2	
+ not present	0		10		10	
4.03 + excellent	0		1		1	
+ good	2		2		4	
+ average	4		4		8	
+ not too good	4		2		6	
+ terrible	3		1		4	
+ don't remember	1		0		1	
+ not present	0		3		3	
4.04 + excellent	3		2		5	
+ good	5		7		12	
+ average	5		2		7	
+ not too good	1		0		1	
+ terrible	0		0		0	
+ don't remember	0		0		0	
+ not present	0		2		2	
4.05 + excellent	0		2		2	
+ good	4		3		7	
+ average	5		4		9	
+ not too good	4		2		6	
+ terrible	0		0		0	
+ don't remember	0		0		0	
+ not present	1		2		3	

Questions	Answers	Dutch students N=14 %	US students N=13 %	Total N=27 %
4.06	+ excellent	0	1	1
	+ good	1	1	2
	+ average	0	0	0
	+ not too good	0	0	0
	+ terrible	0	0	0
	+ don't remember	0	0	0
	+ not present	13	11	24
4.07	+ excellent	1	3	4
	+ good	6	1	7
	+ average	0	0	0
	+ not too good	0	0	0
	+ terrible	0	0	0
	+ don't remember	0	0	0
	+ not present	7	9	16
4.08	+ excellent	1	2	3
	+ good	6	5	11
	+ average	6	2	8
	+ not too good	1	2	3
	+ terrible	0	1	1
	+ don't remember	0	0	0
	+ not present	0	1	1
4.09	+ excellent	4	1	5
	+ good	3	0	3
	+ average	0	1	1
	+ not too good	0	0	0
	+ terrible	0	0	0
	+ don't remember	1	0	1
	+ not present	6	11	17
4.10	+ excellent	0	0	0
	+ good	5	0	5
	+ average	2	1	3
	+ not too good	1	0	1
	+ terrible	0	1	1
	+ don't remember	0	0	0
	+ not present	6	11	17
4.11	+ excellent	1	5	6
	+ good	3	2	5
	+ average	4	2	6
	+ not too good	2	0	2
	+ terrible	0	0	0
	+ don't remember	0	0	0
	+ not present	4	4	8

4.13	+ excellent	1	0	1
	+ good	1	0	1
	+ average	2	2	4
	+ not too good	0	0	0
	+ terrible	0	0	0
	+ don't remember	0	0	0
	+ not present	10	11	21
4.14	+ excellent	0	2	2
	+ good	3	6	9
	+ average	4	3	7
	+ not too good	4	1	5
	+ terrible	2	0	2
	+ don't remember	0	0	0
	+ not present	1	1	2
4.16	+ excellent	0	2	2
	+ good	0	3	3
	+ average	2	3	5
	+ not too good	4	1	5
	+ terrible	3	1	4
	+ don't remember	0	0	0
	+ not present	5	3	8
4.17	+ excellent	3	0	3
	+ good	4	1	5
	+ average	0	0	0
	+ not too good	0	0	0
	+ terrible	1	0	1
	+ don't remember	0	0	0
	+ not present	6	12	18

Total	+ excellent	14 6.6	22 11.3	36 8.9
	+ good	46 21.8	32 16.4	78 19.3
	+ average	44 21.3	26 13.3	70 17.3
	+ not too good	30 14.2	10 5.1	40 9.9
	+ terrible	13 6.2	4 2.1	17 4.2
	+ don't remember	4 1.9	0 0.0	4 1.0
	+ not present	59 28.0	101 51.8	160 39.5

Table 63: Opinions about the way in which the UALR Course has been organised

Questions	Answers Dutch students N=14	US students N=13	Total N=27	%
5.01 + excellent	0	0	0	
+ good	2	4	6	
+ average	4	3	7	
+ not too good	5	4	9	
+ terrible	3	1	4	
+ no opinion	0	0	0	
+ not present	0	1	1	
5.02 + excellent	0	0	0	
+ good	0	1	1	
+ average	1	2	3	
+ not too good	0	2	2	
+ terrible	1	0	1	
+ no opinion	1	1	2	
+ not present	11	7	18	
5.03 + excellent	0	2	2	
+ good	6	5	11	
+ average	6	3	9	
+ not too good	0	3	3	
+ terrible	0	0	0	
+ no opinion	1	0	1	
+ not present	1	0	1	
5.04 + excellent	1	1	2	
+ good	4	1	5	
+ average	3	2	5	
+ not too good	2	1	3	
+ terrible	0	0	0	
+ no opinion	3	2	5	
+ not present	1	6	7	
5.05 + excellent	3	0	3	
+ good	9	5	14	
+ average	1	0	1	
+ not too good	1	2	3	
+ terrible	0	3	3	
+ no opinion	0	1	1	
+ not present	0	2	2	
5.06 + excellent	0	0	0	
+ good	1	5	6	
+ average	6	5	11	
+ not too good	3	2	5	
+ terrible	1	0	1	
+ no opinion	2	1	3	
+ not present	1	0	1	

Questions		Answers Dutch students N=14	US students N=13	Total N=27	%
5.07	+ excellent	2	0	2	
	+ good	4	1	5	
	+ average	2	1	3	
	+ not too good	4	1	5	
	+ terrible	0	3	3	
	+ no opinion	1	1	2	
	+ not present	1	6	7	
5.08	+ excellent	0	0	0	
	+ good	2	5	7	
	+ average	3	1	4	
	+ not too good	1	3	4	
	+ terrible	4	2	6	
	+ no opinion	1	0	1	
	+ not present	3	2	5	
Total	+ excellent	6	3	9	4.2
	+ good	28	27	55	25.5
	+ average	26	17	43	19.9
	+ not too good	16	18	34	15.7
	+ terrible	9	9	18	8.4
	+ no opinion	9	6	15	6.9
	+ not present	18	24	42	19.4

Table 64: Effects of the Homestay, according to the students themselves

Question		Answers Dutch students N=14
11.	+ a lot	11
	+ something	3
	+ very little	0
	+ nothing	0
	+ don't know	0
	+ no opinion	0

Table 65: Effects of the UALR Course, according to the students themselves

Questions		Answers Dutch students N=14	US students N=13	Total N=27
0.6	+ a lot	9	3	12
	+ something	5	6	11
	+ very little	0	2	2
	+ nothing	0	0	0
	+ no opinion	0	2	2
	+ don't know	0	0	0
0.7	+ a lot	1	1	2
	+ something	4	6	10
	+ very little	8	3	11
	+ nothing	1	3	4
	+ no opinion	0	0	0
	+ don't know	0	0	0
0.8	+ a lot	0	2	2
	+ something	7	7	14
	+ very little	7	3	10
	+ nothing	0	1	1
	+ no opinion	0	0	0
	+ don't know	0	0	0
Total	+ a lot	10	6	16
	+ something	16	19	35
	+ very little	15	8	23
	+ nothing	1	4	5
	+ no opinion	0	2	2
	+ don't know	0	0	0

Table 66: opinions about the way in which the Homestay has been organised

Question	Answer	Dutch students N=14	US students N=13	Total N=27	%
12.	+ excellent	1	2	3	11.1
	+ good	8	2	10	37.0
	+ average	0	4	4	14.8
	+ not too good	5	1	6	22.2
	+ terrible	0	3	3	11.1
	+ don't know	0	0	0	0.0
	+ no opinion	0	0	0	0.0
	+ no answer	0	1	1	3.7

APPENDIX 21. : RESEARCH FINDINGS: EVALUATION OF THE CLOSE UP COURSE BY THE STICKER PARADE

Given :6 Dutch men : positive : 60, negative : 60, total: 120 stickers
:8 Dutch women: positive : 80, negative : 80, total: 160 stickers
:5 US men : positive : 50, negative : 50, total: 100 stickers
:11 US women: positive : 110, negative : 110, total:220 stickers
Total: positive : 300, negative : 300, total: 600 stickers

Used :6 Dutch men : positive : 60, negative : 60, total : 120 stickers
:8 Dutch women: positive : 78, negative : 73, total : 151 stickers
:5 US men: positive : 50, negative : 50, total : 100 stickers
:11 US women: positive : 109, negative :95, total : 204 stickers
Total : positive : 297, negative : 278, total : 575 stickers

Wanting :6 Dutch men: positive : 0, negative : 0, total : 0 stickers
:8 Dutch women: positive : 2, negative : 7, total : 9 stickers
:5 US men : positive :0, negative : 0, total : 0 stickers
:11 US women: positive : 1, negative 15, total : 16 stickers
Total : positive : 3, negative : 22, total : 25 stickers

Results:

- The most positive segments of the program are, according to the
  - Dutch men:
    - -Seminar The President and Foreign Policy, part 1, by R. Beckman.
    - -Seminar The US Military policy in Vietnam, by Col. H. Summers.
    - -Seminar on the Dutch Embassy
  - Dutch women:
    - -Seminar by Ch. Groenhuijzen
    - -Visit to Iran-Contra Hearings
    - -Seminar part 2 by R. Beckman
    - -Workshop 2 by Jake Clyne and Tom Sutton
  - US men:
    - -Seminar by H.Summers
    - -Visit to the Vietnam Veteran Memorial
    - -Introduction to Capitol Hill by Michael Nolan
    - -Workshop 2 by Jake Clyne and Tom Sutton
    - -Seminar part 2 by R.Beckman
  - US women:
    - -Seminar part 2 by R. Beckman
    - -Visit to Vietnam Veterans Memorial
    - -Seminar by Ambassasor Paul Bremmer III
  - whole group:
    - -Seminar part 2 by R. Beckman (38 stickers)
    - -Seminar by Col. H. Summers (26 stickers)
    - -Visit to Vietnam Veteran Memorial (24 stickers)

- the most poor segments of the program are, according to
  - Dutch men:
    - -Seminar by D. Pryor
    - -Seminar by B. Anthony
    - -Seminar C-Span
  - Dutch women:
    - -Seminar by B. Anthony
    - -Seminar C-Span
  - US men:
    - -Seminar C-Span
  - US women:
    - -Seminar by B. Anthony
    - -Film Platoon
  - whole group :
    - -Seminar by B. Anthony (42 stickers)
    - -Seminar C-Span (21 stickers)
    - -Seminar D. Pryor (17 stickers)
    - -Film Platoon (16 stickers)

- from:
  - the 300 positive stickers: 3 stickers are not used to express a positive evaluation.
  - the 300 negative stickers: 117 stickers are not used to express a negative evaluation.

Conclusions

1. The opinion about the whole program is positive.

2. The best program segments according to the participants are: the seminar part 2 by R. Beckman, the seminar by Col. R. Summers and the visit to the Vietnam Veterans Memorial.

3. The most poor program segments according to the participants are: the seminar by B. Anthony, the C-Span televised seminar, the seminar by D. Pryor and the film Platoon.

Table67: Opinions about the whole program, expressed by stickers on flaps, in terms of "good" and "worse"

SEGMENT OF THE PROGRAM	opinion:positive:"good":number of stickers									opinion:negative:"worse":number of stickers									TOT.
	Dutch students			VS-students			Total			Dutch students			VS-students			Total			
	Men	Wom.	Tot.	Men	Wom.	Tot.	Men	Wom.	Tot.	Men	Wom.	Tot.	Men	Wom.	Tot.	Men	Wom.	Tot.	
27.07.87																			
-Workshop 1:who is in charge? Jake Clyne	4	0	4	3	5	8	7	5	12	0	0	0	0	0	0	0	0	0	12
-Seminar:The president and foreign policy I.R.Beckman	8	5	13	2	6	8	10	11	21	1	2	3	2	2	4	3	4	7	28
-Jefferson Memorial, visit	0	1	1	2	9	11	2	10	12	1	1	2	0	0	0	1	1	2	14
-Seminar in Dept.of State Amb.L.Paul Bremmer III	4	4	8	3	10	13	7	14	21	0	0	0	1	0	1	1	0	1	22
-Workshop 2, by:	(3)	(8)	(11)	(4)	(4)	(8)	(7)	(12)	(19)	(3)	(0)	(3)	(0)	(0)	(0)	(3)	(0)	(3)	(22)
. Jake Clyne	1	4	5	3	2	5	4	6	10	3	0	3	0	0	0	3	0	3	13
. Tom Sutton	2	4	6	1	2	3	3	6	9	0	0	0	0	0	0	0	0	0	9
28.07.87																			
-Seminar:The US and Vietnam: An overview. J. Carland	4	3	7	2	2	4	6	5	11	1	1	2	0	1	1	1	2	3	14
-Vietnam Veterans Memorial, visit	2	7	9	4	11	15	6	18	24	1	1	2	0	0	0	1	1	2	26
-Seminar:The antiwar Movement S.Gottlieb	3	5	8	2	4	6	5	9	14	2	3	5	1	6	7	3	9	12	26
-Platoon, film	0	0	0	0	2	2	0	2	2	1	5	6	2	8	10	3	13	16	18
29.07.87																			
-Seminar:US Military Policy in Vietnam,Col.H.Summers	6	7	13	5	8	13	11	15	26	0	0	0	0	0	0	0	0	0	26
-Lunch-seminar, B.Anthony	0	0	0	1	0	1	1	0	1	4	11	15	3	24	27	7	35	42	43
-Seminar, Senator D. Pryor	1	2	3	2	6	8	3	8	11	7	3	10	1	6	7	8	9	17	28
-Introduction to Capitol Hill, Michael Nolan	0	2	2	4	3	7	4	5	9	2	5	7	0	2	2	2	7	9	18
30.07.87																			
-Iran-Contra-Hearings	5	9	14	3	6	9	8	15	23	0	0	0	0	0	0	0	0	0	23
-Seminar C.Span Televised, J.Bierbauer/CNN	0	0	0	1	0	1	1	0	1	4	8	12	4	5	9	8	13	21	22

	Dutch students			VS-students			Total			Dutch students			VS-students			Total			TOT.
	Men	Wom.	Tot.	Men	Wom.	Tot.	Men	Wom.	Tot.	Men	Wom.	Tot.	Men	Wom.	Tot.	Men	Wom.	Tot.	
-Seminar:Response to the Iran-Contra Aff.Amb.of Nicaragua	4	6	10	1	2	3	5	8	13	0	0	0	3	3	6	3	3	6	19
-Seminar 2,R.Beckman 31.07.87	4	8	12	4	22	26	8	30	38	1	0	1	0	1	1	1	1	2	40
-Breakfast-seminar: Ch. Groenhuizen	5	10	15	2	5	7	7	15	22	0	0	0	0	0	0	0	0	0	22
-Meeting USIA	1	0	1	1	2	3	2	2	4	2	4	6	2	1	3	4	5	9	13
-Seminar:Embassy of the Netherlands	6	1	7	3	2	5	9	3	12	1	3	4	3	2	5	4	5	9	21
USED STICKERS	60	78	138	49	109	158	109	187	296	31	47	78	22	61	83	53	108	161	
UNUSED STICKERS:opinion:no segment was "good" or "worse"	0	0	0	1	0	1	1	0	1	29	26	55	28	34	62	57	60	117	118
TOTAL	60	78	138	50	109	159	110	187	297	60	73	133	50	95	145	110	168	278	575

After the sticker-parade a group discussion toke place. The question was: why were certain program segments good or poor?
With respect to the seminar by B. Anthony the following comments are given:
- "he acts like : o.k., I am here for you, I've got a few minutes, you know, and he didn't act that he was very pleased to be with us".
- "it was not informative at all. He spoke a little bit. But just to the first six people who where in his hearing distance".
- "I couldn't hear what he was saying".

With respect to the C-Span seminar:
- "We were not prepared and we had to little time to prepare ourselves and we were not told about it".
- "The speaker talked very general, the answers were not very interesting and were also not stimulating for the audience".
- "The speaker didn't listen to your questions".

With respect to the seminar by Ambassador Bremmer:
- "He is an inspiring man"
- "He knows a lot about the international relations.
- "It was a test for me not to be convinced by a rather convincing person".
- "It was a short introduction, so he gabe us a lot of time to ask questions".
- "He answered questions very well".

With respect to the movie Platoon:
- "It was too awful".
- "too shocking".
- "It showed a more realistic picture than the other movies we have had in the media".
- "I expected it would be more educational than emotional and was surprised by that".
- "It was a very long day".
- "I didn't learn nothing that I didn't know before about Vietnam".
- "There was a lot of fighting in it which was no use for giving information about Vietnam".

With respect to the whole program:
- "It was very learning and inspiring".
- "It had a logic order".
- "We saw a lot of views from different people".
- "If there was any stereotype here, they were broken down".
- "I was very impressed by the organization: very well structured and everything was on the right time and the right moment".

APPENDIX 22. : RESEARCH FINDINGS: PERSONAL DATA OF THE PARTICIPANTS

Tabel 68: Personal data of the respondents

Questions:	Answers: Dutch Students I N=14	US Students I N=16	I N=12	Total I N=30	I N=26
02. * man	6	5	3	11	9
* woman	8	11	9	19	17
03. * 16	0	0	0	0	0
* 17	0	1	1	1	1
* 18	0	1	1	1	1
* 19	0	1	0	1	0
* 20	0	2	1	2	1
* 21	0	3	2	3	2
* 22	1	4	4	5	5
* 23	5	2	1	7	6
* 24	1	0	0	1	1
* 25	2	0	0	2	2
* 26	2	1	1	3	3
* 27	1	1	1	2	2
* 28	1	0	0	1	1
* 29	1	0	0	1	1
average	24.8	21.5		23.2	
04. * history	5	3	2	8	7
* law	0	1	1	1	1
* theology	1	0	0	1	1
* philosophy	0	0	0	0	0
* sociology	3	0	0	3	3
* anthropology	2	0	0	2	2
* psychology	0	1	1	1	1
* pedagogy	3	0	0	3	3
* geography	0	1	1	1	1
* political science	1	5	3	6	4
* economy	0	0	0	0	0
* other:					
- art	0	1	1	1	1
- marketing, management	0	2	2	2	2
- internat. relations, studies	0	3	3	3	3
- spanisch	0	1	1	1	1
- mass communication	0	1	0	1	0
* no answer	0	1	1	1	1
4b. * yes	14	0	0	14	14
* no	0	16	12	16	12

05.	* 01	0	2	1	2	1
	* 02	0	4	2	4	2
	* 03	1	6	5	7	6
	* 04	1	3	3	4	4
	* 05	4	1	1	5	5
	* 06	2	0	0	2	2
	* 07	3	0	0	3	3
	* 08	2	0	0	2	2
	* 09	1	0	0	1	1
	* 10	0	0	0	0	0
	average	6.1	2.8			
06.	* with my parents	0	7	5	7	5
	* alone	6	0	0	6	6
	* with a partner, husband	4	7	6	11	10
	* other:					
	- 'living apart together'	1	0	0	1	1
	- 'with friends, others'	2	1	0	3	2
	- other	1	0	1	1	2
	* no answer	0	1	0	1	0
07.	* high	1	2	1	3	2
	* middle	1	8	7	9	8
	* low	12	6	4	18	16
08.	* yes	2	14	10	16	12
	* no	12	2	2	14	14
	* don't know	0	0	0	0	0
	* no opinion	0	0	0	0	0
09.	* Reformed Church	0	0	0	0	0
	* Dutch Reformed	0	0	0	0	0
	* Roman Catholic	1	1	1	2	2
	* Baptist	0	3	3	3	3
	* Methodist	0	4	3	4	3
	* Presbytarian	0	0	0	0	0
	* other	1	5	2	6	3
	* no answer	0	1	1	1	1
	* no answer needed	12	2	2	14	14
10.	* once or twice a year	0	1	1	1	1
	* once or twice a month	2	5	2	7	4
	* once a week	0	7	7	7	7
	* more than once a week	0	1	0	1	0
	* no answer	0	0	0	0	0
	* no answer needed	12	2	2	14	14

11.	* yes	14	8	7	22	21
	* no	0	8	5	8	5
	* don't know	0	0	0	0	0
12.	* France	12	3	3	15	15
	* Great Britain	2	2	2	4	4
	* Belgium	10	1	1	11	11
	* Germany	10	2	2	12	12
	* Spain	3	2	2	5	5
	* Portugal	3	0	0	3	3
	* Italy	9	2	2	11	11
	* Switserland	4	2	2	6	6
	* Austria	6	1	1	7	7
	* Greece	3	1	1	4	4
	* Ireland	0	0	0	0	0
	* Denmark	4	0	0	4	4
	* Sweden	2	0	0	2	2
	* Norway	2	0	0	2	2
	* Finland	1	0	0	1	1
	* Luxembourg	5	1	1	6	6
	* Netherlands	-	1	1	1	1
	* United States	1	-	-	0	0
	* Poland	0	0	0	0	0
	* Hungary	1	0	0	0	0
	* Rumania	0	0	0	0	0
	* Yugoslavia	5	0	0	5	5
	* other:					
	- Tsjecho-Slowakia	3	0	0	3	3
	- Russia	1	0	0	1	1
	- Canada	0	3	3	3	3
	- Kenia	1	0	0	1	1
	- Mexico	0	3	3	3	3
	- Tanzania	1	0	0	1	1
	Average	6	2			
	Minimum	2	0			

APPENDIX 23. : REPORTS IN DIARY FORM

Reporters:

Dutch: Gerda Redmeijer (3x), Erika Pape (3x), Gerben de Boer (2x), Hannie te Grotenhuis (4x), Frank Hulst (1x), Paul van Vilsteren (4x), Anka Mulder (3x), Gjalt van der Mark (3x), Hans Hampsink (3x), Fred Meinen (4x), Petra Dekker (2x), Gea Meulema (4x), Wilma de Vries (2x).

American: Carole Foster (3x), Tom Johnson (1x), George Lee (3x), Joni Lee (2x), Sarah McCaleb (1x), Jay Bassett (1x), Dennis Berenschot (2x), Merica Schoen (1x), Kelly McDaniel (3x), Suzanne McCaleb (2x), Julie Walker (2x).

Some students: didn't make a (first, second and/or third) report.

US Students

26.07.87

Dutch Students

26.07.87

Ons eerste Amerikaanse ontbijt is een belevenis; de meest vreemde dingen kunnen we kiezen. Ik neem wat van de heerlijke fruitsalade . Wat een luxe! Als we aan tafel zitten, krijgen we ijswater en kunnen we andere drank bestellen. De 'lipton tea' is prima, alleen jammer dat het water zo naar chloor smaakt. Tsjonge , wat 'n overdaad! Maar ik geniet ervan. Ook de andere gasten zijn het bekijken waard. Een 'echt' Amerikaans echtpaar naast ons, dat mijns inziens een vreselijk vies en vet ontbijt besteld. (Dit is nu antropologie in de praktijk, wat een heerlijke studie!)

Een bus met airconditioning (wat een verademing !) zal ons naar ' The Mall' brengen. Tom Sutton bespreekt nog eens de regelingen m.b.t. de kamerindeling. Daarna neemt Jake Clyne het woord. We krijgen een "korte sightseeing" plus uitleg. Een eerste kennismaking met de monumentale gebouwen van Washington DC bij daglicht. Ik vind het geweldig indrukwekkend!

Bezoek aan National Museum of History. We hebben de volgende afdelingen bezocht: "first ladies", geschiedenis van de film/media en leger, Indianen-cultuur, etc.

Bezoek aan Air and space museum. Een museum dat ontzettend ruim is opgezet. Zoiets heb ik nog nooit gezien. Apollo 11, Skylap, vliegtuigen aan het plafond, etc.

Bezoek aan National Gallery of Art. Bij gebrek aan tijd hebben we alleen de oostkant bezocht. Bomen in een museum! Moderne kunst, geweldig mooie lichte expositieruimten. Ongelooflijk hoeveel Europese kunstwerken je daar ziet: Matisse, Picasso, Mondriaan, etc., etc.

Ontmoeting met Amerikaanse studenten. Leuke Picnic. Op het eerste gezicht erg netjes en gereserveerd. Dat laatste gold ook voor ons, vond ik.

Avond in het hotel. In grote lijnen werd het programma van de komende week verteld. Weinig vragen. Je kunt

merken dat Close- Up-mensen met veel groepen werken. Daarna kennismaking m.b.v. wederzijdse indrukken en vooroordelen (Nederlanders gaven vooroordelen over Amerika en Amerikanen werd gevraagd of ze hadden nagedacht over Nederlandse mensen). Daarna moesten wij vragenformulieren omtrent de buitenlandse politiek van Amerika invullen.

27.07.87

Starting at 8.00 a.m. on monday july 27 the University students of Arkansas and the Netherlands had a workshop. In this discussion of all the students and Jake Clyne cover the President and foreign policy. Who is in charge? was the question we attempted to answer. In discussion this question we..... case studies such as Iran, Persuan Gulf, Gulf situation, Latin America. At the end of this we had a lecture from Dr. Robert Beckman.

27.07.87

Een discussie met als leidraad ' who is in charge here?' The President?

Beginning at 8.50 a.m. Dr. Beckman began his lecture by listing major problems of the world such as polution, poverty, and parichialism. He stated because we are striving to rid the world of these problems we have foreign policy. He used what he called 'C- words' to explain why our foreign policy is the way it is. The 'c-words' included: commitment, control constitionalism, co-operation and containment.

Een kort betoog door Dr. Beckman.

About 9.32 a.m. as Beckman left for an unexpected meeting. Since our speaker had to leave early, we had about one hour and a half to spend before our next stop, so we discussed what Dr. Beckman had said.

Een tweede discussie naar aanleiding van het betoog van Beckman.

After this discussion we all got on the bus and neaded (?) to Jefferson Memorial. When at first arrived, we mostly took pictures of each other in front of the Memorial. Then entering into the Memorial, we all read the inscriptions on the walls and some of us took a tour. The guide explained

Bezoek aan Jefferson Memorial

what some items on the statue was. After we had been there for 30 minutes we left for lunch at the National Press Club.

Vroeg opstaan maakt hongerig. Iedereen was wel blij dat de lunch in de National Press Club stond te wachten. Praten (schrijven) over eten is niet eenvoudig en ik ben geen Wina Born. Maar het eten is tot nu toe prima bevallen. Lekkere broodjes, salades en fruit. Wel wat vreemde combinaties. Bijvoorbeeld aardbeien bij de kip-salada. Maar ja. Alles gereserveerd in een sjieke omgeving met sjieke mensen in de ruimtes naast ons. Bijvoorbeeld Alexander Haig, die ook graag president wil worden. Wie niet? Na de lunch een seminar met Ambassadeur Bremmer is een typisch voorbeeld van de Amerikaanse politicus waar Dr. Beckman over sprak vanmorgen. Hij gelooft zeer sterk in de Amerikaanse politiek ten aanzien van het terrorisme en lijkt nergens aan te twijfelen. Er kwamen gelukkig veel vragen die af en toe intelligenter waren dan de antwoorden. Toch was het een interessante heer. Bremmer was vriendelijk en was bereid veel zaken aan te stippen. Daarna terug naar Quality Inn Hotel. Het weer is dragelijk, het water heerlijk en ik ben nog steeds niet bruin.

We had dinner at 6.30 p.m. Tacos, salad, etc. The meal was fine. Conversation was very good. Ideas on education, identification, etc.

Het ' dinner' was fantastisch. Maar dat klinkt al te Amerikaans. Ik merk, dat het moeilijk is even in het Nederlands te denken en te ijven. Ik zat aan bij enkele Nederlanders tijdens het diner. En we spraken soms Engels, zonder dat dat noodzakelijk was. De meeste Amerikanen waren er niet. Zij bekeken de musea op ' The Mall' en vervoerden zich met de metro. De sfeer in de Nederlandse groep, ook bij het diner, is uitstekend. Er wordt geroddeld over de Amerikanen en alle vooroordelen worden ontkracht of bevestigd. Meestal is het laatste het geval.

After dinner we had round table discussions. The round table groups helped to bring out views. Tensions are high between the American students and the Dutch. World Policy as pertaining to the Big 'c' and 'p' ideas discussed. Population needs to be contained, theories etc. Most interesting to me was going through the entangled way in which everything is associated Ex- use of 'c' and 'p' words. A good rule to use when trying to think.

Het diner liep flink uit de hand. Pas om 20.00 uur begonnen de workshops. Ik begon weer met veel enthousiasme, maar al snel begon het me te vervelen. 'Wat moeten de kwaliteiten zijn van een president' en 'Wie is er nu eigenlijk de baas? waren vragen die me niet konden boeien. Jake, de begeleider was veel aan het woord en liet ons weinig tijd na te denken, zodat het soms meer op ' brainstorming' leek dan op een discussie of dialoog. Een rollenspel of wat daar op leek was het enige dat me kon boeien, maar ook daarbij hield Jake de touwtjes te strak in handen. Over het algemeen waren de Nederlanders weer veel te dominant. Praktisch iedereen nam deel aan de discussie, terwijl de Amerikanen door drie of vier werden vertegenwoordigd. Het lijkt erop dat we ze een beetje dooddrukken met onze kritiek en onze vragen.

After hours socializing. Good time to relieve tension between groups. Americans institute drinking games. More one and one are discussions observed. More personal confrontations and ideas are expressed.

28.07.87

Dr. John Carland spoke to us concerning the history of Vietnam. He gave a brief talk about the period during and leading up to the Vietnam conflict. He then asked for questions. He seemed to believe that Johnson tried to run the war from the White House, which he thought was a mistake.
During the next segment we first took a tour of parts of the city we had not seen.
Then we visited Frederik Douglas' home. Saw a film about his life.

28.07.87

Inleiding John Carland over de geschiedenis van de Vietnamoorlog, waarbij de redenen van de Amerikaanse betrokkenheid aan de orde kwamen en nadruk werd gelegd op de rol van de publieke opinie.

Bezoek aan het huis van Frederik Douglas, één van de eerste negers die een positie in de Civil Service hadden. Begeleiding door het huis en film over Douglas' leven.

Some of us even ventured out into the neighbourhood. The parts of the city we then viewed was partly black, but was being refurbished for new owners or tenants

Rondrit door de stad, niet alleen door het centrum, maar ook door de woonwijken (de 'zwarte' wijken)

After lunch we went to the Vietnam Memorial. Before entering the Memorial our group and Jake were reading a letter written by a veteran. As we were discussing the letter a veteran with a bandaged face walked up and started yelling at a member of our group. It was a jalt to see the anger that he was containing, while we were analyzing the event he lived through the trip unto the monument was troubling. I felt engulfed while reading all the names It was a relief to exit the Memorial finally.

In het luxe visrestaurant ' Phillips Flagship' een goed verzorgde lunch genoten. Tijdens de lunch zat ik aan een tafel waar slechts twee Amerikanen hadden plaatsgenomen, die ik ook reeds bij het ontbijt als tafelgenoten had gehad.

Daarna vertrokken we naar het Vietnam Memorial. In de bus vertelde Jake over de achtergrond en moeilijkheden die bij de totstandkoming van het monument een rol hadden gespeeld. Bij het monument aangekomen hield Michael ook nog een kleine inleiding over de betekenis van het mónument voor de Amerikanen. Het monument zelf betekende voor mij echter een drievoudige teleurstelling. In de eerste plaats zag het er anders uit dan ik mij had voorgesteld en was daardoor minder indrukwekkend dan ik verwacht had. Foto's van het monument hadden mij de indruk gegeven dat het geheel was opgetrokken van zwarte steen met daarin opgenomen de namen van de omgekomen en vermiste soldaten. Ik was dan ook teleurgesteld allen zwarte platen te zien en geen massief monument. In de tweede plaats maakte het meer de indruk te geven van een toeristische attraktie dan van een gedenkteken. Er heerste geen serene atmosfeer, die je bij een dergelijk monument zou mogen verwachten. In de derde plaats kreeg ik een enorme cultuurschok vanwege het kitscherige standbeeld dat op instigatie van (conservatieve) Amerikanen aan het monument was toegevoegd. Ik ben dan ook vrij snel weer teruggegaan. Bij de ingang trof ik een voormalig Vietnam soldaat die zich demonstratief had neergezet, met voor zich een groot bord waarop te lezen stond dat hij stervende was aan de gevolgen van agent orange (een zeer giftig ontbladeringsmiddel). Hij vond het goed dat ik een foto van hem zou maken. Daarna raakten we aan de praat over de gevolgen van agent orange voor hem en voor vele tienduizenden andere slachtoffers van het gif. Het probleem is dat de regering weigert iets te doen voor deze slachtoffers. Hijzelf verwachtte binnen enkele maanden aan kanker te sterven en wilde

dat bij het Vietnam Memorial doen om de regering in verlegenheid te brengen. Deze eenmansaktie heeft eigenlijk meer indruk op mij gemaakt dan het monument.

We left the Vietnam Memorial and travelled to the centre for Defense Information to meet with Mr. Sandy Gottlieb. Mr. Gottlieb was an active anti-war protestor and an anti- nuclear arms activist during the Vietnam war. Mr. Gottlieb spoke about his own feeling about the war, that is was unjust, and about his attempt to force a change in governmental policy. He spoke about the impact of public opinion as a necessity for changing policy

Eten Vietnamees. Niet echt lekker. Gepraat met Gernie Shelley. Laatste heeft weinig sociale vaardigheden en waren snel met haar uitgepraat. Jammer. Voordeel is wel dat ik nu met stokjes kan eten.

Viewed the movie Platoon. Realistic movie on life of a soldier in the Vietnam war. Showed his struggle to survive: keep his sanity during the process of fighting. Portrayed the war as disorganized, bloodly and yet many deep friendschips developed from this experience. I felt that the soldiers did not quite understand the reasons for the war but fought because this was their country and duty.

Platoon. Film van ups en downs. Bij vlagen impressing, vooral scene in Vietnamees dorp. Zeer opmerkelijk bioscoopgedrag!

Ontspanning en kletsen in 221.

29.07.87

29.07.87

Het is elke ochtend raak: na een korte nacht moet je je weer oppeppen voor een intensieve dag. Dat lukt echter wonderwel goed. Eerst de wandeling van de ene kant van het hotel naar de andere kant waar het ontbijt geserveerd wordt. Vanochtend zat ik in een gemengde groep (zowel Nederlanders als Amerikanen). Je ontbijt bestaat dan ook uit de Engelse taal: daar word je wakker van.

Seminar by colonel Harry Summers on US military policy in Vietnam

De lezing van kolonel Summers vormde de afsluiting van de Vietnamcyclus. In eerste instantie was ik wat

argwanend ten opzichte van een ex-militair. Kolonel Summers bleek echter een reëel mens die op een boeiende wijze over VIetnam kan vertellen. Wat mij vooral opviel was dat hij het niet alleen over het leed aan Amerikaanse zijde had, maar zich ook het lot van de Vietnamezen aantrok.

In de omgeving van Capitol Hill hadden wij een seminar over het Congres en de wijze waarop een wet, een wet wordt. Veel heb ik hier echter niet van gevolgd; de omgeving leidde mij teveel af.

Congressman Beryl Athony on international trade and the ways + means committee. We had a lunch at the National Democratic Club. Excellent lunch. Congressman Anthony Spoke to us in a fragmented manner due to his duties in the House. It was informative and informant

Een korte ontmoeting met Beryl Anthony, vertegenwoordiger van de democratic party in het congres. Er was een onderbreking van ongeveer 15 minuten omdat Beryl Anthony werd weggeroepen om in de Congresvergadering zijn stem uit te brengen. Ik heb het gesprek niet goed kunnen volgen vanuit mijn plaats aan tafel. Door navraag te doen weet ik dat de belangrijkste punten waren: de handelsbetrekkingen tussen Arkansas en Nederland, het Amerikaanse handelstekort, protectionistische maatregelen van de Amerikaanse regering ten aanzien van handelsbetrekkingen en de nationale schuld. Anthony vertelde ook, naar aanleiding van een vraag, iets vaker volgens zijn eigen overtuiging te stemmen dan volgens de partijlijn.

Senator David Pryor on his committee participation. Senator Pryor talked to us in an informal manner, giving us a perspective of Arkansas' policy and the duties as a senator.

Een gesprek met Arkansas' democratische senator Pryor in het Senate Office Building. Hij heeft een aantal algemene dingen over Arkansas verteld. Het meest opvallende daarvan was mijns inziens het lage opleidingsniveau van de (beroeps-) bevolking van Arkansas. De bijeenkomst werd afgesloten met een groepsfoto. We kregen een tas (propaganda materiaal) van David Pryor kado.

Finally we ended sightseeing while Jake and Tom talked to us about the history of congress. We saw the House in session and the Library of Congress.

De bijeenkomst met senator Bumper viel uit. Ik ben met een stel mensen naar het Vietnam monument gegaan, waar een paar veteranen een demonstratie hielden. Dat hadden we wel gauw bekeken. En we hebben een heel eind door de stad gelopen richting Jenkins Hill Saloon.

De evaluatie van de dag die we daar zouden houden viel ook uit, omdat die vrijwel onmogelijk was in die bar.

A group of about five American students and five Dutch toke the metro into Georgetown and went to an Italian restaurant. While we were waitressed on our food, an other large group from the Close- Up program met us at the restaurant. After a long dinner and a conversation the entire group went dancing.

30.07.87

30.07.87

Lunchen in La Colline. Tafelgenoten: Anka, Hannie en Gerben. Menu: groentensoep, kipsalade en groentenschotel en ijs. Gespreksonderwerpen: Amerikaanse meisjes, voorlichting en public relations, afstuderen, wat zie je als je blind bent.

C-span television: opname over de Iran-contra Hearings met Charles Beerbiuwer (journalist). Vanuit de zaal werden vragen gesteld over de hoorzittingen. Presentator was John Meleski; hij stelde ook enkele vragen. Van te voren werd de opnameprocedure uitgelegd. Vervolgens een life-uitzending.

Nicaragua- ambassassee. Iemand van de Nicaraguaanse ambassade hield een inleiding. In een snel tempo gaf hij de VS-bemoeiingen in Nicaragua aan. Daarna was er gelegenheid tot vragen stellen. Hiervan werd veel gebruik gemaakt. toen het ' time was to go' waren er nog vier vingers opgeheven om ook een vraag te stellen.

Georgetown visit of naar het hotel. Ik ben in Georgetown gebleven en heb daar een muziekwinkel en ' bookshops' bezocht.

Het informele diner in een Libanees restaurant was een van de betere deze week. We zijn al aardig verwend deze week. Zelfs de voor mij exclusieve etentjes worden aan een vergelijking onderworpen. Een paar Nederlandse jongens (waaronder ondergetekende) worden zo melig dat hoewel de meeste grappen in het Engels waren, de Amerikaanse meisjes aan onze tafel zich buitengesloten voelden. Humor is niet eenvoudig te delen.

We hadden ons verheugd op de komst van professor Beckman. En inderdaad: hij stelde ons niet teleur. Een spraakwaterval van Vietnam tot de menselijke aard hield ons bijna twee uur in de ban.

31.07.87

Charles Groenhuijsen spoke to us o the cultural differences between Holland and the U.S., and also about the differences and similarities of the media use and types of communications

U.S.I.A. meeting with Philip Pilsbury and Staff. Discussions on how we perceived different activities.

31.07.87

Het onderdeel van deze ochtend was een seminar met Charles Groenhuijzen. Hij vertelde op 'n vlotte manier iets over z'n ervaringen in Washington als een journalist. Hij werkt er pas sinds najaar '86, maar hij had wel enige anekdotes te vertellen. Daarnaast vertelde hij ook, hoe hij aan z'n nieuws kwam; de moeilijkheden en mogelijkheden en z'n relaties met Europese kollega's. Na het praatje werden er vragen gesteld.
Na dit leuke begin van de ochtend, werden we naar de USIA gebracht. Een man, wiens naam ik me niet meer herinner las enkele grappige krantenartikelen voor over uitwisselingsprogramma's. Vervolgens stelde hij vragen aan ons, de Amerikaanse en Nederlandse studenten, over onze ervaringen tot nu toe. Ik weet niet waaraan het lag, aan onze vermoeidheid of aan de vragen van de man, maar de reakties bleven nagenoeg uit. Dat ontlokte bij Herman de uitroep: 'You're dull!' Met de bus werden we naar een voormalig postkantoor met veel kleine 'grappige' winkeltjes gebracht. Onderin het gebouw speelde een strijkje en kon je allerlei soorten voedsel bestellen van pizza's tot Aziatische maaltijd. In feite waren het allemaal kraampjes als op de markt of standjes op een beurs. Ik vond dat er een gezellige sfeer was en er liepen veel interessante mensen rond.
Na de lunch vertrokken we per bus naar één van de buitenwijken van Washington om een bezoek te brengen aan de Nederlandse ambassade. De verwachtingen waren niet zo hoog gespannen, aangezien we van het fiasco van vorig jaar hadden gehoord. Alles wat kwam zou dus alleen maar meevallen. En het viel mee. We werden door de voorlichter van de ambassade ontvangen (Durfde de ambassa-

deur na kritische opmerkingen van de zijde van de Nederlandse studenten van vorig jaar niet te verschijnen?)
De voorlichter hield een praatje over de geschiedenis van de Nederlandse monarchie en vertelde over de verkiezingen van de Tweede Kamer. Over ' hot items' als de handelsoorlog tussen de US en Europa en de situatie in de Perzische Golf wou hij weinig vertellen om de diplomatieke betrekkingen niet in gevaar te brengen.
Hierna gingen we terug naar het hotel en was de tijd aangebroken voor een laatste evaluatie van de afgelopen week. Dit gebeurde in de vorm van een stickerparade. Iedereen kon door middel van een stickertje aangeven welke onderdelen men goed of slecht vond. Hieruit bleek duidelijk dat sommige onderdelen als heel goed werden ervaren (Iran-Contra hearings, Paul Bremmer, Charles Groenhuijsen, Beckman) en andere wat minder (Platoon, C-span studio) De Stickerparade was het einde van het officiële programma. Nu werd het tijd om zich gereed te maken voor het afscheidsdiner.
Dit diner vond plaats in één van de betere restaurants in Washington: Het Marriot Hotel. De manager hiervan is een Nederlander en hij had speciaal voor ons een Nederlandse maaltijd gearrangeerd. Het aperatiefje bestond uit een jenever met coke (symbool van de Nederlands/-Amerikaanse verbondenheid?). Daarna wienerschnitzel (kan het nederlandser?) met aardappelen en doperwten en wortelen. De meeste Amerikanen vonden het lekker en wij lieten hen maar in de waan dat dit nu een echte Nederlandse maaltijd was.

01.08.1987

01.08.1987

Breakfast en afscheid ging allemaal zo snel, dat er weinig bij na te denken viel. Je deed gewoon, wat gedaan moest worden. Vandaar dat het minder emotioneel was dan ik dacht dat het zou zijn. Afscheid van Jake deed me het meeste, omdat ik met hem een paar boeiende gesprekken heb gehad. Het is een raar idee in één week zo'n band met iemand te krijgen, terwijl je weet dat je hem daarna nooit meer ziet (waarschijnlijk). Ik had een opgewonden gevoel: hoe zal het nu verder gaan in Little Rock. Vliegreis naar Little Rock. Vliegreis liep heel voorspoedig en was heel ontspannend. Mooie views bij 't opstijgen en landen. Gezellige gesprekjes met de nederlandse groep. Niet alleen ik, maar ook een aantal anderen hadden zoiets van: 'Eigenlijk willen we nu wel gewoon naar huis.'
Dat gevoel naar huis te willen was snel verdwenen, toen we door Little Rock reden: zo stelde ik me Amerika voor. Wat geweldig dat ik dat nu eens van dichtbij kan bekijken. 'Thuis' gekomen was het allemaal wel goed, want Jeanean gaat haar eigen gang, dan kunnen Gea en ik dat ook doen. Het is een zalig idee dat Jeanean en haar broer (met z'n tweeën delen ze een huis) overdag werken. Wat eveneens een probleem is, is het geld. Hoe doen we dat? Zowel Gea als ik hebben erop gerekend niets voor het eten te hoeven betalen. Jeanean heeft daar wat andere ideeën over. We moeten hier nog een oplossing voor zien te vinden en beide partijen tevreden stellen.
We hebben zalig geslapen tot 19.30. In

01.08.1987

Na een ontroerend vertrek uit Washington DC en een relatief gezien snelle incheck, vlogen we, via St. Louis naar big city Little Rock.

Ontvangst in hal door diverse ouders. En toen met een busje naar de homestay Dennis B. Na voorstellen aan roommates van Dennis en Herman B en ik. I took a nap.

'huis' heerste toen al de sfeer: 'Doe en neem wat je wilt'. We hebben ons opgetut voor de bar, waar we de anderen zouden ontmoeten.

Het was fijn de eigen groep te zien en even Nederlands te praten. Wij hebben de harten bij elkaar gelucht en lekker gelachen. Vaak tegen elkaar gezegd: "Wat zijn ze (de Amerikanen) toch anders". Ik mis de herkenning, die noodzakelijk is voor een bepaald contact. Zou dat nog komen? In de verschillende kroegen m'n ogen uitgekeken. Dat de vrouwen zich hier zo toetakelen! Hoe is het in godsnaam mogelijk dat men de veel te dikke lagen make-up - waardoor alles wat naar karakter riekt weggeplamuurd wordt - mooi kan vinden en dat men het sexy vindt een open blouse te dragen met daaronder een zwarte kanten BH en wat vetrollen! Lang leve de subtiliteit in Nederland! Qua uiterlijk schoon lopen de mensen hier wel wat achter, vergeleken met Nederland. Jeanean vroeg ons of wij ook als die mooie mannen in de grocery hadden gezien. Echt, ik ben alleen maar 'uglies' tegengekomen. Grappig dat smaak en schoonheisnormen zo kunnen verschillen.

Ontwaakt, ontwaakt. Het diner staat klaar. Na het eten down town, naar bepaalde tent, S.O.B. (son of a bitch), met biljarten en een band. Sommige studenten ook aanwezig. Na bezoek aan een andere tent naar huis/home-stay om te slapen. Finally (I slept for 10 hours).

02.08.1987

We visited Robin Young's house, where we had a nice evening of talking. Talked with Frank, Henk and Marga. We were

02.08.1987

Na een avondje uit in 'SOB' (Son of the bitch), uitgeslapen tot 10 uur. Met Hannie ontbeten. (Jeanean + broer naar de kerk). Kleding gewassen. Brief geschreven naar Willy. Rondgelopen in de neighbourhood. Bezweet terug. Krant gelezen (eindelijk).

02.08.1987

We zijn vanmorgen met de McCalebs naar de kerk geweest. Deze kerk is op Baptistische leest geschoeid. We kwamen binnen en gingen vooraan zitten. Aldaar werden we aan de gehele gemeente (±300 mensen) voorgesteld. Het zingen was mooi (beter dan in Nederlandse

invited for dinner.
It was very nice.

Met Dennis en co. naar 'The Mall'.
Met Dennis, Hans, Herman en Jena (roommate Dennis) en Hannie naar 'The Mall', een grote overdekte winkelpassage. Alles te koop. Bijna kocht Hans een pars pak (erg mooi) en helaas was de lingerieshop gesloten. 'Dichtbij' de Mall is een 'mill', die gebruikt is voor de filmopnamen van 'Gone with the wind'. Deze 'mill' is niet authentiek, maar speciaal aangelegd. Wat hout lijkt, zoals de bruggetjes over het water, is beton. Knap nagemaakt, want je moet het 'hout' eerst voelen voordat je overtuigd bent dat het beton is. Ook een betonnen regenton en betonnen cactussen
Na het bezoek aan 'the Mill' naar de Burgerking, waar coke, ice tea en chips worden gedronken/gegeten. We praatten over wat we deze twee weken nog zeker moesten gaan doen. In ieder geval naar Memphis (Soul and Jazz beginning + Egypt museum + Elvis), Hot Springs en naar een soort van Rocky Horror, Frankenstein show; een film waarbij je volop met rijst, water, WC-pier enz. moet gooien. Jana zal ons inwijden.
Vervolgens naar 'the Tacokid' een plaats bij de universiteit waar je goedkoop taco's enz. kunt eten. Voor een wandeling naar de rivier, Arkansas river. Langs de rivier een aangelegd parkje met keurige wandelden en een mooi uitzicht over de rivier. Daar valkbij is het Excelsior Hotel met een zogenaamde open lift. Als de lift naar boven gaat heb je een prachtig uitzicht. Of aan de ene kant over de stad of aan de andere kant (in de andere lift) op de hal van het hotel. Na het hotelbezoekje zijn we nog even door een deel van de zwarte buurt gereden: oud en haveloos.

kerken). De preek was afschuwelijk; intolerant, een gigantische bekeringsdrang en intolerant.
Oma kwam lunchen. We varen vantevoren gewaarschuwd niet over bier te praten. Ze is anti-alcohol op een belachelijke manier. Zelfs haar zoon mag niet drinken (bijna 60 jr. oud). Verder is ze wel vriendelijk en geInteresseerd in Nederland. 's Middags gingen we zwemmen in hun privé zwembad. Zelfs hier had ze iets op tegen. Jongens en meisjes behoren niet samen te zwemmen. De reaktie van de schoondochter was: 'kijk maar een andere kant op'.

Vervolgens op weg naar het huis van Jeanean, waar we thee hebben gedronken. Jeanean was inmiddels terug van haar feest en kwam er ook bij zitten. Ze zag er moe uit, nog naweeën van 'the week before'. Om 12.00 's nachts gaan Herman, Dennis en Hans weg. Iedereen is moe.

03.08.1987

I have noticed that the Dutch students ask many questions about blacks. This is very strange to me because rarely think in terms of black and white.
One girl asked me why none of us Americans had introduced the Dutch to black friends. I told her it was not because we did not have black friends, but because of circumstance possibly non had been around. I think it is very interesting that the Dutch keep bringing the questions up. In America there are laws that protect everyone equally. I cannot discriminate against anyone for any reason. I can think of it this time. I see as many blacks with good jobs white with bad jobs. As these counterparts.

03.08.1987

Ik bracht deze dag grotendeels door aan het Hamilton Lake waar de familie Bassett een luxe caravan heeft geparkeerd voor vrije weekenden of vakanties. Dat het heet was hoef ik niet te vertellen. Van 10 tot 3 uur in de middag hebben we gezwommen en in de zon gelegen.
Daarna zijn we huiswaarts gegaan; toch zo'n anderhalf uur rijden, en hebben we ons gedoucht om fris, monter en uitgerust te dineren. Het was natuurlijk een uitgebreid maal. Omdat beide ouders werken, wordt er voor een halve week gekookt. De andere avonden worden porties opgewarmd in de magnetron.
Die avond hadden we een feest bij Julie. Daar hebben we de groep weer ontmoet. Er werd veel gedronken en gegeten. Het was goed iedereen weer te zien. Toch vreemd hoe in een korte tijd een band kan ontstaan in een ver en vreemd land. Het werd laat en rommelig. Ik verloor mijn 'gezonde' kleur weer voor de rest van de week.

03.08.1987

Heerlijk vandaag uitgeslapen tot 8.15 uur. Ik hoorde nog iemand in het huis rondlopen dus ben ik nog even in bed blijven liggen. Een kwartier later hoorde ik dat de motor van de auto werd gestart. Ik zwaaide mijn benen meteen uit bed. Mijn eerste afspraak voor deze dag was om 11 uur gepland, dus ik had nog lekker even de tijd voor mezelf Eerst een licht ontbijt: een wit bolletje met kaas en een glas melk. Dat lijkt al meer op mijn normale ontbijt. Aan het ontbijt ben ik begonnen in mijn persoonlijke dagboek te schrijven. Gisteren had ik daarvoor al een schift gekocht (winkelen op zondag!). Wat een fijn gevoel om al je indrukken eens op papier te kunnen zetten.
10.30 uur: Ik pak mijn zwemspullen in, want dat staat voor vanmiddag op het programma. De TV aan en lekker switchen: een paar sekonden de ene zender een paar sekonden de andere. De 'weather channel'. Mensen blijf in huis, het wordt te 'warm'
De moeder van Shelly haalt me op voor de lunch in Dixie's café met een vriendin van haar. Dixie is de naam voor het zuiden. In het restaurant serveren ze 'typical southern food'. Het wegwerken van de lunch gaat al even snel als de dagen ervoor. De twee vriendinnen wisselen snel enkel nieuwtjes uit. Zelfs hun spreeksnelheid is eraan aan-

Blacks are not the only people who work at low paying jobs. There are proportial as many white. Therefore I not only see more whites in high paying jobs, I also see more whites on lower paying jobs. I think its strange that all the Dutch students have the same views about American politics. But when it comes to there own politics they think differently.

04.08.1987

We met a Robinson audi torium for an intro to city government. We saw a slide presentation and hearo two woman talk about their jobs in government.
We watched city board of Directors have a

04.08.1987

Eerst een spreker over universiteitssysteem. Belangrijkste konklusie: de studenten hebben geen invloed op het universiteitsbestuur. Langzaam begin ik het universiteitssysteem te doorgronden. Alleen de merites van het instituut scholarship is mij volkomen onduidelijk.
Daarna bezoek aan het stadsbestuur. Slecht voorbereid, want het is niet duidelijk wat

gepast. In no time hebben ze hun eten op: de één een salade de ander 4 verschillende groenten. Een gezonde maaltijd in vergelijking tot zaterdag (hamburgers en pizza).
Na ongeveer een half uur (misschien iets langer) vertrekken we weer. Samen met Shelleys moeder, Ann, winkelen: achtereenvolgens een 'health' shop, 2 sportzaken en een bloemenzaak. Ik vermoed dat ze toch echt een andere levensstijl heeft dan de meeste Amerikanen.
14.00 uur. Ik word afgezet bij een zwembad, maar ze gaan zo voor een uur dicht. Dan maar eerst naar huis: dan kan ik er later wel heen lopen. Hopelijk krijg ik geen zonnesteek, wordt er gezegd. Het zwemmen heeft me goed gedaan. Ik heb er even flink aan getrokken, maar m'n ogen zien er niet uit. Vreselijk rood en hevig prikken door al dat chloor. Alsof het water alleen maar uit chemicaliën bestond. Shelley pikt me op voor personeelsfeestje van haar firma. Het eten was lekker, de mensen aardig en geïnteresseerd. Gek eigenlijk, de meisjes stelden minder vragen dan de mannen in de hogere functies.
21.00 uur. We komen aan bij Julie's huis. Ik heb ze toch wel gemist, de rest van de groep, zowel de Amerikanen als de Nederlanders.

04.08.1987

In twee bussen werden we door de stad gereden. We hebben een heel rijke wijk gezien en de Arkansas river. Het was bloedheet (±40°) Ook zijn we in een gebouw geweest met een heel bijzondere glazen lift. Er was daar juist een reünie van WO II marineveteranen die er opgetuigd met emblemen en insignes en dergelijke er bizar uitzagen.
Na de lunch in een 'sorelrestaurant' kregen

meeting. They were discussing a tax-increase and the budget. Different groups appeared before the board with requests for money to continue different grams.
We all met in Benagens for 50 ct beer.

voor bevoegdheden ze hebben. Pas na de vergadering werd mij dat het ging om obligaties. Toch leuk om te zien hoe een hearing iedereen de kans geeft zijn zegje te doen. De hearing kwam op TV en werd integraal door een doventolk vertaald.
Daarna evaluatiebespreking die uitloopt op een gesprek over doelstellingen en verwachtingen. De vergadering ontbeerde een gespreksleider.

wij korte lezingen van twee professoren op de universiteit. Zij gaven een bondige beschrijving van het voortgezetonderwijs in de VS en Arkansas.
Daarna werden we naar het Robinson Convention Center gereden, waar Dr. Nunn ons ontving met een diaserie en informatie over Arkansas/Little Rock. Om ± 16.00 uur kwamen twee vrouwen binnenstuiven, die allebei in de gemeentepolitiek actief waren. De een was assistente van de burgemeester, de ander public relationsdirector. Ze deelden meteen een kadootje (een little rock form Little Rock) uit. Een flitsend begin. De eerste lezing (ik heb de naam van de vrouwen niet goed verstaan) ging over het politieke systeem van de stad; de tweede over public relationswerk in de gemeentepolitiek. We hadden in een uur de tijd om in McDonald ze al 'American food' te nuttigen.
Vervolgens gingen we naar de raadsvergadering. De voorzitter stelde ons aan de aanwezigen voor en verzocht ons daarvoor even op te staan. De vergadering werd trouwens voor de lokale televisie opgenomen. Op de evaluatie bijeenkomst daarna is uitgebreid gesproken over de problemen die gerezen waren ten aanzien van het programma. Knelpunten bleken te zijn:
- het feit dat sommige Amerikanen werken en dus weinig tijd voor de Nederlandse gasten hebben.
- het vervoeren van Nederlandse studenten die in een afgelegen plaats logeren.
- het coordineren van gemeenschappelijke aktiviteiten.
- de misverstanden tussen Dr. Nunn en de Amerikaanse studenten (over wat er van de Amerikanen verwacht werd met de Nederlanders te doen.)

De evalutatie duurde langer dan gepland en een duidelijke beslissing over de komende tijd is niet genomen.

05.08.1987

05.08.1987

05.08.1987

06.08.1987

This morning was a slow morning. After school I went to work until about 12.30. When I got off I went home and had lunch with Hannie. I asked her how her morning went and then we left for Central High School.
At Central we heard a woman discuss the Pulaski Country school-district. The lecture was okay but I thought it needed to be more detailed. I felt the Dutch students didn't receive enough information.
After our meeting we all went to UALR and had a meeting about what we like to do. This meeting went better than tuesday night meeting. It was better organized. The people at UALR should have done this in the beginning.
After the meeting Gea went with me to regis-

06.08.1987

Central High School (13.30-14.30). De vrouw die de lezing hield, Dr. Art English heeft duidelijk uitgelegd wat er gebeurd is in 1957. Ze heeft ook wat verteld over de politieke situatie in Arkansas destijds. De school wordt bezocht door 70% zwarte leerlingen.
SOB's (22.00-3.00 uur) 's Avonds Amerikaans gebiljard en naar een band geluisterd.

06.08.1987

Om 1.30 p.m. hadden we een bijeenkomst in Central High School. Met als doel: iets meer te weten te komen over het Highschool systeem in Little Rock (en de rest van Arkansas) en de geschiedenis van de Central High School.
In de namiddag werd wederom geprobeerd het Little Rock programma bij te schaven. Deze keer werd een zware delegatie ingezet (Dr. Vaugh en 2 mensen van de 'office of International Visitors'). Binnen een uur werd een programma in elkaar gedraaid waar iedereen tevereden mee was.

ter.
Then I went back to
work fo 2 hous. I did
a lot of telephoning
while I was there.
After work I went
home changed cloths
and then we went to
Kelly's. About 15
minutes after I arrived
we went to SOB's, where
we met the others and
had a very good time.

07.08.1987

While the group attended Dr. Scranton's class and the social studies seminar with Dr. Stanford. I went to work fo a while to catch up on my reading and interviewing for my job. After the group activities, Frank came to my office to get met to go to Wild River Country. A water amusement Park. We spent the early evening at the park laying in the sun and riding rides. It was a relaxing way to end the week and begin the weekend. We met an other group of our students there, so quite a large group attended in all. After Wild River Coun-

07.08.1987

Vanmorgen ben ik om een uur of negen opgestaan en heb meteen een duik in het zwembad genomen. Het is heerlijk 's morgens vroeg even te zwemmen. Dan ben je meteen wakker. Na het zwemmen heb ik even in de zon gezeten, maar dat hou je niet lang vol met deze hitte. Na het ontbijt ben ik met Robin naar een paar winkels geweest. We zijn o.a. naar een groot warenhuis geweest dat vrij goedkope spullen heeft.
Na de lunch bracht Gingi mij naar de UALR, waar we om 13.30 uur een bijeenkomst hadden met Barbara Stanford. Het onderwerp was Social studie en global studies in de VS. We begonnen met een spel. Barbara Stanford stelde een vraag aan de orde en dan moest iedereen aangeven of je het hiermee eens was, of niet, of enigszins. Voor Amerikaanse begrippen is Barbara Stanford nogal ongewoon. Ze is erg links, heeft banden met Nicaragua en probeert Latijns/Amerikaans lesmateriaal te vertalen in het Engels om zo een andere benadering in in de scholen te bewerkstelligen.

07.08.1987

De morgen heb ik doorgebracht met wachten op vervoer naar Little Rock, zodat ik de lezing over de buitenlandse politeik heb moeten missen. Het grote probleem van de samenleving in Little Rock en omgeving zijn de grote afstanden, het ontbreken van een systeem van openbaar vervoer, waardoor je bent aangewezen op particulier vervoer. Zonder auto ben je compleet immobiel, zeker in de voorsteden.
's Middags Barbara Stanford bezocht op de universiteit. Zij gaf uitleg over de social studies in Little Rock, de inhoud, de problemen en het materiaal. In elk geval een nieuwe werkvorm geleerd ter introductie van een nieuw onderwerp. Op een fictieve lijn op de grond van het leslokaal staan ficitieve punten die overeenkomen met verschillende standpunten. Je kunt op een van die punten gaan staan. Zo symboliseren mensen die tegengestelde standpunten. Door middel van vraag en antwoord een aardig inzicht gekregen in de social studies in de VS. Mijn algemene indruk was dat de problemen die maat-

try, we went home (George, Frank and I). and we ate a pizza. We watched TV for a while Then we went to Slick Willy's which is a restaurant and pool hall. We met other students there. Some of the students participated in computerdating, others played pool and computer trivia, but most drank beer and ate popcorn.

Om 3 uur vertok is samen met Carol en Gerni. Carol heeft me uitgenodigd om samen met hen (echtgenoot Greg en dochter Brittany) en Gerni het weekend door te brengen bij de ouders van Greg die wonen in Fayette ville in de Ozasks. De reis duurde ongeveer 3 uur. Onderweg zagen we prachtige landschappen met heuvels, bos en riviertjes. Ook zagen we enkele adelaars, iets wat ook voor Amerikanen een sensatie is. Om een uur of 7 arriveerden e bij J.O. en Jeanne Hayes in Fayetteville. Daar hebben we heerlijk gegeten op het terras. Het was erg gezellig. De mensen zijn heel erg aardig en geïnteresseerd. Onder het genot van een pilsje hebben we over heel veel dingen gepraat, o.a. Amerika, Europa, Nederland, oorlog, Indianen en Eureka springs

schappijleer in Nederland kent, m.b.t. lesmateriaal, het vinden van geschikte en bruikbare handboeken, ook in de VS spelen. Waarschijnlijk in verhevigde mate vanwege de (zelf) censuur, die toegepast wordt, waardoor het lesmateriaal zeer oppervlakkig blijft. Barbara Stanford heeft kortgeleden dan ook een non-profit uitgeverij opgericht om verbeterd lesmateriaal voor social studies te vervaardigen.
Daarna zwemmen in Wild River Country, leuk, maar dus voor kinderen.
's Avonds met een gedeelte van de groep doorgebracht in Slick Lillies (?) waarna we om 2 uur in de ochtend vertrokken richting Danny's om het ontbijt te nuttigen.

08.08.1987

08.08.1987

Om 9.00 uur door mijn wekkertje gewekt. Snel douchen en breakfast preparen voor Gea, Hans en Dennis. Gezellig ontbijten. Om 11.00 uur naar Hot Springs. Onderweg muziek geluisterd en gekletst. Ik vind het heel relaxec zo met z'n vieren. Nog even gestopt om een soort stenen-museum bezichtigen. Onvoorstelbaar gekleurde stenen en veel kitsch. Daanra naar de verzamelplek gereden, vanwaar vertrek naar het meer, waar wij de middag zouden doorbrengen.
Ik was erg moe van de afgelopen week en had vooral zin in wat lezen en me afzonderen van de grote groep. Mijn hoofd zat vol (ook trouwens vanweg het late naar bed gaan de vorige nacht). Het leukste van de middag vond ik de wandeling die ik met Dennis heb gemaakt. M'n schoenen zijn

08.08.1987

er wel flink door op achteruit gegaan, maar het uitzich over het meer was die schade waard.
Aan het einde van de middag zijn we naar de ouders van Jay gegaan die ons trakteerden op zalige hapjes en salades. Hartstikke leuk dat ze dat zo voor ons deden. Het leukste onderdeel van de dag vond ik toch wel 'Hot Springs by night' met Hans Dennis en Gea. Wij hebben allereerst een veiling van vreselijke kitsch bezocht en ik was werkelijk verbaasd toen ik zag met wat voor gemak de diamanten ringen verkocht werden. Alsof men een broodje kaas afhaalde. Vervolgens wist Dennis een gelegenheid waar we koffie zouden kunnen drinken. Het was een hotel waar wij met onze kleding ontzettend uit de toon vielen. Het kwam er dus op neer dat we er alleen maar hebben rondgekeken. Het was bijna een museum, zo mooi. Prachtige roze, rode en groene kleuren; schitterende bloemetjes meubelen. De goede, oude tijd wordt hier hoog in ere gehouden. Uiteindelijk zijn we wat gaan drinken in een beetje dubieus uitziende kroeg, met aan de muur foto's van een bikinishow die er een tijdje geleden gehouden was. Er kwam een man bij ons zitten, die een Vietnam veteraan bleek te zijn. Zijn verhaal was aanleiding voor een heel gesprek op de terugweg naar Little Rock.

09.08.1987

09.08.1987
We zouden naar de kerk. Na een korte innerlijke strijd besloot ik toch maar mee te gaan (om mijn gastheer en vrouw gunstig te stemmen). Echter, tot mijn stomme verbazing waren ze allemaal de tijd ver-

09.08.1987
Met Hans en Jana naar Petit Jean. Dit lag op de route naar haar grootouders. Bij Petit Jean op het view-point gepicknicked (brood, kaas, vlees, orange juice, yoghurt). Genoten van het uitzicht en de roofvogel. Een eindje

geten. Ik kwam in mijn nette kleren de huiskamer binnen en zag dat niemand zich 'aangekleed' had. Dit 'vergeten' schijnt zeer regelmatig voor te komen.
De lunch werd wederom bijgewoond door oma. Dit keer liep de lunch uit op een gospel-happening, waarbij ik allerlei liederen moest spelen uit een gospel-boek dat door oma in mijn handen werd gedrukt. Ze genoot zichtbaar. Mijn gedachten gingen terug naar mijn tienerjaren toen ik regelmatig psalmen voor mijn oma moest spelen. Om 4 uur begon de swimming-pool-party met de US-NL groep. Na een rustige start ontwikkelde zich een prachtig spel (met bal) in het zwembad. Vuurwerk, drankjes en de barbeque maakten het geheel compleet.

verder was een waterval die we hebben bekeken. Bij een lodge wederom een mooi uitzicht en water.
Bezoek aan grootouders van Jana, die op een boerderij wonen in een ruralarea. Zeer aardige mensen, die ons onthaalden met water (uit een natuurlijke bron), cake, coke en ijs en interessante gesprekken. Achter hun huis hadden ze een tuin waarin ze eigen groente verbouwden. We kregen paprika's en hot peppers mee.
Bij het afscheid een innige omhelsing en met een 'God bless you all' stapten we weer in de auto op weg naar de swimming-party mij de McCalebs. Zowel door de gastvrijheid van deze familie en de zemspelen was het een leuke avond.

10.08.1987
Trip to Memphis. We visited the Ramses exhibit in Memphis. We then took a tour of the city. We then went to the Peabody to see the ducks and then down to Beale Street for dinner.

10.08.1987
In Memphis werd een fameuze tentoonstelling bezocht over farao Ramses II: King, God and man. De tentoonstelling deed mijn toch al niet gorte belangestelling voor farao's niet groeien. Wel erg leuk was de inleidende film, waarin een meneer met een Ronald Reagan-stem probeerde om in 15 minuten zo weinig mogelijk over Ramse II te vertellen.
Na de tentoonstelling besloot een aantal mensen, waaronder ondergetekende, een boottochtje op de Mississipi te maken. Dit werd een groot succes, vooral dankzij het enorme slechte weer, wat van een wat een saai tochtje een waar avontuur maakte. Andere bezienswaardigheden die bezocht werden waren het Peabody hotel (met eendenvijver en -suite) en Beale street.

10.08.1987
's Morgens ben ik met een klein groepje de stad Memphis in geweest. We hebben kleren bekeken en niets gevonden, wel wat andere leuke goedkope spullen gekocht. Daarna hebben we een hele tijd in een park midden in de stad naar een bandje zitten luisteren. De skyline van Memphis vanaf een boot gezien. Heel erg mooi. Vooral toen het noodweer werd en alle lichtjes aangingen. Dat het zo hard onweerde gaf een hele aparte onvergetelijke sfeer, lichtflitsen boven de Mississipi, prachtig en eindelijk lekker in de koude regen.
Een aantal café's bezocht in een straat vol rythm & blues, heel erg sfeervol. Uit elk café klonk live bluesmuziek, de mensen in de café's waren erg aardig. Op straat zag je voornamelijk negers.

Hoewel het maandagavond was, bepaald geen uitgaansavond, kon je merken dat Memphis een eigen sfeer heeft en een gezellige stad is.

11.08.1987

Polaski Country Courthouse. Very interesting No information provided ahead of time

11.08.1987

Vergeten in te tekenen voor een ontmoeting met redactiemensen van de Arkansas Gazette zodat de gehele dag in ledigheid werd doorgebracht.

's Avonds een kijkje genomen in het Courthouse van Little Rock. Rondleiding en uitleg. Vervolgens een bezoek gebracht aan de Financial committee van Quorum Court. Over het algemeen zeer interessant en gaf een kijkje in het zeer ingewikkelde systeem van de verhouding tussen beledismakers en de rechterlijke macht. Hoewel de uitleg ietwat summier was, heb ik toch een idee kunnen krijgen van de functie van het Quorum Quort en de effecten van haar beleid op de committee's. Het was echter te weinig om te zeggen dat ik nu alles begrepen heb van het administratieve en rechterlijke systeem in de VS in het algemeen en in Arkansas in het bijzonder.

11.08.1987

12.08.1987

Ozark Folk Center. I enjoyed parts of the folk centrer but most of the time I was worrying about the van, the trip to the coaverns, etc. Saw crafts doen by Arkansas.

Blancard Spring

12.08.1987

Wat was het moeilijk opstaan! En wat was het heet! Eindelijk om 8.45 vertrokken we. Waarom begint hier niets op tijd?! Een lange rit voor de boeg. Lekker lezen in Singer. Prachtige views onderweg. Ook nog wat gedronken met z'n allen. Om ± 12 uur waren we op de plek. Geluncht in het restaurant en daarna op sleeptouw genomen (o.a. met een treintje; niets wordt hier per voet gedaan) door Julie en Jana.

12.08.1987

In de 'van' heen gereden.

Bezoek aan Folk-Center. Soort centrum met mensen die oude ambachten beoefenen.

Bezoek Planchards-Caverns. De 'Discovery-route'. De langste en iets minder dan de korte route, die meer druipsteen beloofde. Een lange wandeling door de grotten, met leuke licht effecten.

Diverse zangers/zangeressen/groepen hebben 's avonds een country and western avond

Caverns. I really enjoyed the hike. I had never been in a cave like that. It was very interesting and educational.
Music Festival. I wish I would have felt better. The music was great.

Wat is de middag dullig georganiseerd. De attracties zijn een soort oude ambachten tentoonstelling en een grottentour, maar ik wil de omgeving, het hedendaagse Amerika zien. Hoe leven de mens hier in deze achtergebleven gebieden? Waar zijn de bloedstollende mountain-views? Helaas ... Frank en ik besluiten het programma het programma te laten en gaan de bossen in Het is erg mooi, maar vreselijk heet. Om ± 16.00 uur gaan we in het restaurant kijken wie er allemaal niet naar de grotten zijn gegaan. Het blijken alleen Henk, Marga en Herman te zijn. (De eerste twee zijn doodzenuwachtig vanweg de komst van Tom en Dan). Tot ± 18.30 uur nog wat rondgekeken en daarna met Frank gegeten. Het was een leuke middag. Een beetje een Hannie-middag. Maar ben ik daarvoor nou in Amerika?
Voor de avond staat er een folk music concert op het programma. Hele families zijn naar het folk music center gekomen: ofwel om er naar de folk music te luisteren en te kijken ofwel om zelf muziek te maken en te dansen. (Gee, dat dit ook Amerika is nog 'echte cowboy's'). Ik heb m'n ogen uitgekeken. Het was ook zo leuk omdat de bezoekers en musici zo zichtbaar genoten en zo kinderlijk blij deden ('and now - as we always do - a gospelsong. Its a song I like the most .... Oóóóh Jesus ....') mooi hoor. De folk music lijkt een leefstijl te zijn. Om ± 22.00 uur de lange zit naar Little Rock begonnen. In onze 'van' veel gezang en plezier. Wat heeft Jannie toch een prachtige stem. Ondanks het vele lawaai - vooral Gerben kan er wat van - uiteindelijk toch in slaap gevallen en pas in Little Rock weer wakker geworden.

gegeven in het auditorium van het Folkcenter.
In de 'van' teruggereden naar Little Rock

13.08.1987

The day started slow. We had breakfast and we discussed the dayplan, little by little a discussion about if the real possibiliteis to work in the US existed for everybodey. Me Hans and erika had different opinions, we spoke about the influence of our own culture as a factor that determents success about education and the chances for the poor to go to school or university. It was an interesting discussion and very informative as well.

Too late for the 11.30 van to the Heifer project and took my car and got there at 14.30 and still managed to watch the video, look at the farm and meet with the teachers that were having their global studies workshop there. I think that the interaction with these teachers was one of the good parts of the Arkansas program.

That night the whole group met at my house and from there we left for 'Wranglers', a joint

13.08.1987

Om tien uur arriveerden we in Capitol Hill het parlements- en regeringsgebouw van Arkansas. Een prachtig gebouw met duidelijke invloeden van het gelijknamige gebouw in Washington. De pers zag in ons bezoek een aanleiding ons te filmen en te fotograferen. De rondleiding was echter een sof: zowel inhoudelijk als didactisch.

De dagen in Little Rock waren zo gevuld dat er weinig tijd overbleef voor schrijfwerk. Vandaar dat ik na de heerlijke zwempartij maar aan de slag ben gegaan. De hoeveelheid tijd die erin ging zitten viel echter dik tegen. Vandaar dat ik nu in een rijdende auto zit te schrijven om toch nog alles op tijd af te krijgen.

Na de chinees en een bezoekje aan Dennis belanden we in Wranglers, een cowboy bar. We moeten Suzie naar binnen smokkelen. Onder de 21 is het verboden plaatsen te bezoeken waar alcohol geschonken wordt. Dat bezoek was werkelijk uitzonderlijk; dikke mensen cowboyhoeden, een stuk geslagen wc, etc. Maar toch kwam mij de sfeer bekend voor. Waar had ik dit eerder gezien? Boertange? Wie weet!!

13.08.1987

Bezoek aan the State Capitol Building- de 'staats' regering van Arkansas. Een gids leidde ons door dit gebouw en gaf uitleg over het gebruik van de kamers, de governess etc. Tijdens de tour werden we op de voet gevolgd door camara's en fotografen en journalisten. Door een vertegenwoordiger van de 'secretary of state' van Arkansas kregen we een 'Arkansas Traveller' oorkonde uitgereikt.

Bezoek aan Heifer Project International, een project dat vee fokt en vervolgens schenkt aan projekten in de derde wereld en ook aan gemeenschappen in diverse staten van de VS. Doel: mensen geen melk geven maar een hengel. Uiteindelijke doel is de honger in de wereld (met name in de derde wereld) tegen te gaan. Het projekt wordt financieel gesteund door de kerk (60%) en andere particuliere donaties (40%). Op de ranch geven ze teachertraining cursussen voor global studies/civics/social studies en andere teachers.

Een avond vrij: om evaluatieformulieren in te vullen. De slotavond voor te bereiden (kwis) en met een poging om op tijd te gaan slapen.

for rednecks and cowboys. It was fun.

14.08.1987

Today I missed the evaluation at 11.30 a.m., but I was able to make it up before the party at Robin Youngs. The party hosted by Robins parents was great. Almost all the kids showed up and the party was also attended by some of Robins friends and the press. We had all kinds of food and it was all delicious. The Dutch students perform a show which was marvelous, even though I was one of 8 students who participated in a watermelon eating contest we were all unaware of. We had several interuptions during the show, which were making fun of the USA's constant interruptions of commercials. They were all funny especially those by Petra making fun of Marga constant evaluations and Gea making fun of Hermans's gift

14.08.1987

Met het gastgezin zijn we naar Pichers-farm gereden. Anderhalf uur ten zuidoosten van Little Rock in Pickerstown. Mr. Pickess is een grote boer met ± 9.000 acre grond. Een grootgrondbezitter van het eerste uur. We hadden een paar uur nodig om zijn landgoed vanuit een auto te bekijken. Hij verbouwt vnl. rijst, sojabonen en katoen. Hij heeft ± 80 vaste arbeiders die huizen hebben op zijn grond. Als tegenprestatie hebben Jannie en Fred voor hem gezongen. En met z'n allen zongen we het Wilhelmus - tenminste de eerste paar regels die we ervan kenden.
Het afscheidsbal bij Robin vond plaats in en rond het zwembad. Wij, de Nederlandse studenten hadden een gevarieerd amusementsprogramma gemaakt om de Amerikanen voor een keer van dienst te zijn. Levend memory, een kwis, een striptease, een badpakkenshow, een goochelaar en een slotlied (danklied) waren de programma-onderdelen. Iedereen heeft zich bijzonder vermaakt.

14.08.1987

Met Gea om 9.30 uur in de Student Union afgesproken om het avondprogramma voor vanavond, de laatste avond, af te ronden. Ik heb moeite met regelen van een lift. Uiteindelijk lukt het toch en we kunnen toch nog iets organiseren en doen. Dan de de evaluatie-bijeenkomst: invullen van de vragenlijst en andere formulieren, en een gesprek o.l.v. Tom Sutton.
Na de evaluatie verzamelen we ons om naar de Marlsgate Plantation te gaan. We bekijken het oude 'Plantage' huis: erg groot en erg luxueus ingericht. Boven op de zolder heb je een prachtig uitzicht over de velden. Na de rondleiding in het huis wandelen we nog even rond het huis en kunnen we nog een blik werpen op het koetshuis.
Zodra we in het 'party-house' zijn leggen Gea en ik de laatste hand aan de kwis. We zoeken de diverse attributen bij elkaar en raken ook nog iets kwijt. De chaos is kompleet als de badpakken van Herman uit de plastictas tevoorschijn komen. Dan begint het avond programma. Achtereenvolgens wordt het volgende geboden: levende memory, een kwis, een goochel-act, een commercial, de grcotse badpakkenshow met Nederlandse en Amerikaanse modellen, en het afscheidslied. En dan een duik in het zwembad.

giving of ties. Paul's
stripteas with Hannie
and Petra was great.
The evening show was
ended by one of
Herman's fashion show.
Almost alle the girls
modeled Hermans old
fashion bathing suits.
After the show ended
most all the students
went swimming and then
some goodbyes were
given ending to a
great program. It
was great. I will miss
the Dutch students and
their great singing.
La! La! La! La! La!

APPENDIX 24. : REPORTS OF INTERVIEWS

INTERVIEW

with a Dutch female student
Washington DC, 30.07.87

Wat vond je van dit laatste programma-onderdeel?
Het laatste programma-onderdeel was een opname van een t.v.-uitzending. We hadden een gesprek met een journalist. Het was me niet precies duidelijk waar die journalist vandaan kwam. We konden hem vragen stellen over verschillende dingen. Vooral ook over het Irangate-schandaal, want vanmorgen hebben we een hearing bijgewoond en dat was echt heel interessant. Ik vond het heel leuk om een t.v.-uitzending mee te maken omdat ik dat nog nooit heb meegemaakt. Ik was heel benieuwd. Maar ik had het idee dat wij veel te weinig geïnformeerd waren over wat er ging gebeuren tijdens de uitzending. Waar we het precies over konden hebben, wat voor vragen we konden stellen. Hoe het allemaal toeging werd even kort uitgelegd van te voren in misschien 2/3 minuten. Dat ging veel te snel. Mensen waren zenuwachtig, liepen heen en weer. Ik had nauwelijks tijd om voor mezelf de vragen te formuleren en natuurlijk hadden we dat wel eerder kunnen doen maar het programma is heel vol en we zijn helemaal niet met die uitzending bezig geweest. Terwijl ik vind dat dit echt een heel belangrijk onderdeel is.
Waarom?
Omdat Close-Up mensen uit het hele land wil betrekken bij hun programma en hen informatie wil geven. Nou de beste manier om dat te doen is inderdaad een t.v.-uitzending. Mensen in het land te informeren over hun bezigheden en dan vind ik zeker dat dat goed moet verlopen. En natuurlijk mensen in het land hebben nou denk ik wel een beeld van hoe het er toeging en d'r werden ook constant vragen gesteld. Maar ik denk toch dat bepaalde mensen in de regel ook wel vragen hadden willen stellen maar bij wie het er gewoon niet uitkwam omdat zij gewoon ja, te weinig van het hoe en waarom afwisten.
Gold dat ook voor jou?
Dat gold ook voor mij ja. In het begin zat ik me echt af te vragen waar gaan we nou precies over praten en waarover kan ik vragen stellen. En dat vond ik heel jammer, maar ik vond het echt een heel interessant onderdeel. Ik ben heel blij dat ik het heb meegemaakt.
Kun je aangeven wat je er eventueel van geleerd hebt?
Nou in ieder geval hoe een uitzending op zich verloopt. Ik heb gemerkt hoe de verslaggevers doen: hoe druk en gehaast en hoe gemaakt het gebeurt. Men praat anders vóór de uitzending dan tijdens de uitzending. Hoe gehaast alles gaat. Je hebt spreektijd, heel kort, dan gaat het meteen hup... dan wordt de spreektijd je weer ontnomen. Dingen d'r omheen. Ja daar heb ik wel wat van geleerd.
Wat vind je van het programma tot nu toe
In vind het programma ontzettend interessant. Echt, ik ben heel blij dat ik ben meegegaan en ik sta werkelijk elke minuut weer verbaasd over alles wat hier om me heen gebeurt. Ik vind het geweldig. Er is alleen één nadeel. Ik ben heel blij dat ze me zo ontzettend veel over de stad willen leren en over het parlement en dergelijke want daar sta ik ook wel open voor natuurlijk. Maar vanmorgen, bijvoorbeeld, moesten we om 6 uur al weer opstaan terwijl het programma doorgaat tot 10 uur 's avonds. Mensen kwamen laat in bed, moesten vanmorgen weer om 6 uur opstaan en ja dan gaan er dingen verloren. de informatie die we allemaal krijgen deze week wordt in een veel te korte tijd gestopt. We hebben geen tijd om iets te overdenken of om iets te laten bezinken want zelfs in de bus worden er nog allerlei dingen verteld over de stad. Ontzettend interessant. Wil ik ook graag horen. Maar je hebt geen tijd voor jezelf. En ik denk dat je dat zeker nodig hebt. Ik wil niet zeggen dat ik vind dat er dingen uitgehaald moeten worden. Dat niet. Ik denk niet dat het binnen dit tijdsbestek op te lossen is.
Je denkt dan eerder weer aan een langere periode?
Ja, dat inderdaad misschien wel. En zelf vond ik het ook jammer dat ik in het begin nog heel erg in de taal moest komen. In het begin had ik het idee dat het misschien beter was om eerst twee weken naar die familie te gaan in Little Rock

en dan naar Washington, zodat je een beetje gewend bent aan de taal, aan het leven hier, aan de hitte, want het is hier echt heel warm en je een beetje afweet van het land. Maar ik denk wel dat we dan in ieder geval de eerste dagen nog wel dingen samen moeten doen omdat je in feite je eigen groep niet goed kent, nog niet. Zoals het nu is, ben ik bang dat bepaalde mensen er buiten vallen. Die dan of te laat zijn met mensen vragen of ja, te bescheiden zijn om mensen te vragen. Als je direct naar een familie gaat, dan moet je wel praten. Dan is er ook nog het selectieprobleem. Welke Nederlandse student gaat straks naar welke Amerikaanse student? Als je straks overblijft dan word je gedwongen, omdat er niemand over is, om bij een bepaald persoon in één huis te moeten. Nou terwijl dat helemaal niet klikt. Het is nou echt een selektiesysteem. De meeste mensen met de grootste babbels worden het eerst gevraagd en dat vind ik best jammer. Ik denk niet dat dat de bedoeling is. Maar als de selektie door Close Up gebeurt is de kans dat je dan inderdaad bij een meisje komt of bij een jongen komt, ja waar je het gewoon minder mee kunt vinden, die kans is natuurlijk wel groter. Maar als ik naar deze groep kijk, ja dan denk ik: bij iedereen klikt het hier. Ja, er is echt niemand, of misschien op 1 of 2 na of zo met wie het gewoon niet goed gaat binnen de groep. Ik denk dat er misschien over 1 persoon gesproken kan worden, maar voor de rest gaat het gewoon hartstikke leuk. Ik weet niet of iedereen nu al gekozen is (het woord gekozen is natuurlijk al, ja daar zet ik al vraagtekens bij). Maar de meesten denk ik wel. Ja, oké wie blijven er over. Ik zou het zelf heel erg vinden als ik niet gekozen zou worden.

Kun je zeggen welke onderdelen van het programma jij goed vindt?

Ik vind echt elk onderdeel zò informatief en het wordt op zò,n goede manier gebracht! Echt, Tom en Jake en Michael: ze zijn gewoon echt heel leuk. Niks officieels. Bij iedereen betrokken. Naar iedereen vragen. Als jij wat vraagt meteen alles uitleggen. Vol op. Ze weten over alles wat te vertellen. Alle onderdelen die we tot nu toe gehad hebben, hebben mij ontzettend geïnteresseerd. Echt, nee, op de programma-onderdelen kan ik echt geen kritiek geven.

Er was geen onderdeel waarvan je zelf zegt dat was extreem goed? Dingen die er echt uitsprongen.

Nou, dat Vietnams Veterans Memorial heeft heel veel indruk op mij gemaakt.

Dus geen slechte onderdelen?

Nee, echt geen slechte onderdelen. De uitstapjes door de stad, de eerste dag, vertellen wat er op de Mall te zien is, zelf kunnen kiezen naar welke musea je wilt of op je eigen houtje een beetje de stad verkennen, vond ik heel leuk. Het idee in de zaal te zitten waar de Iran-Contra Hearings zijn is gewoon te gek. Je beseft dan dat jij op die vierkante meter zit waar gewoon de meest belangrijke politiek wordt gespeeld wat de hele wereld betreft. Dat vond ik echt heel mooi. Bezoek aan het Capitool. Een rondleiding door het gebouw. Nou, echt geweldig! En verder vind ik dus vooral de bezoeken in de stad, het indrukken krijgen van de stad, het gebouwen bekijken, dat vind ik echt heel goed. De lezingen zijn echt heel interessant. Het hotel en de voorzieningen zijn echt geweldig! Dit is zo luxe voor ons! Dat zijn we helemaal niet gewend. Ontzettend luxe hotel. hele ruime kamers. Het eten is geweldig! Of je in de meest luxe hotels eet. Nou zoveel verschillende dingen en zoveel bekende namen. Ja, ik vind het geweldig, heel mooi.

Kun je aangeven wat je tot nu toe geleerd hebt van het programma?

Heel veel. Ik heb nou een beeld gekregen van hoe de regering hier gevormd wordt, hoe dat zich hier afspeelt. Hoe de overheidszaken worden geregeld. Amerika is natuurlijk gewoon een ontzettend belangrijk land. Ik denk dat het nu heel goed is geweest dat je het met eigen ogen hebt kunnen aanschouwen hoe het hier toegaat. En de onderwerpen werden van verschillende kanten belicht. Je zag de pro's, de contra's. Dat vond ik héél goed. Bijvoorbeeld over de Vietnamoorlog. Een Vietnamveteraan die z'n verhaal vertelde, en iemand die veel boeken

erover heeft geschreven, die meer vanuit het regeringsstandpunt kijkt. Iemand van de vredesbeweging die zelf de de vredesmars tegen de Vietnamoorlog heeft georganiseerd. Het wordt van alle aspecten belicht. En zij (Close Up) zijn zeker niet, hoewel zij geld krijgen van de overheid, de ambassadeuren van de overheid. Moeten zij een pro-Reagan idee op ons overbrengen? Maar dat idee heb ik niet. Ze willen ons van alle kanten iets laten zien, zeker! En zij blijven ook kritisch. Maar laten genoeg ruimte aan ons over om zelf te zeggen en te denken wat wij overal van vinden. Wij kunnen in deze groep ook alles zeggen: wat we goed vinden, wat we negatief vinden.

Dus , je hebt vooral veel geleerd over het Amerikaanse politieke systeem?

Ja, in het programma van Close Up. Maar verder praten we natuurlijk heel veel met Amerikaanse studenten. Veel over politiek, maar ook over hun leven, over wat zij van zaken denken. Ook over dingen waar wij niet met dit programma mee bezig zijn. Als we eten in een restaurant praten we er over wàar zij normaal eten, hoe zij normaal eten, wàt zij normaal eten. En er wordt ook niet alleen gesproken met hun, maar ook doen we zelf zoveel indrukken op. Zij leven inderdaad heel anders. Dat merk je bij het eten. Ze wachten niet. Ze beginnen niet gezamenlijk. Beginnen meteen te eten. Zijn veel meer op zichzelf gericht. Gisteravond zijn we uit geweest. Dan zie je ook dat de Amerikaanse meisjes zich ontzettend gaan optutten. Er heel erg mee bezig zijn. Chique kleren aantrekken. Heel anders zo'n avond beleven als wij.

INTERVIEW

with an American female student
Washington DC, 30.07.87

What do you think about this program?
Well, I think it has been educational for both sides. The students here learned a lot from the students of the Netherlands and about the Netherlands itself. We have learned about the educational system. The differences. We have learned a little bit about the differences in the governements. We learned a lot more about how our government works. We have had a good time going round town and seeing the sights. Learning the history, behind some of the sights. I think our speakers have been well on their subjects. They have given good information. They have been real cooperative about answering the questions and everybody seems to be enjoying their stay.
What do you think are the main differences between the educational systems of the Netherlands and the U.S.?
Well, the college system seems to be a lot different. In the Netherlands, as I understand, it has a set numbers of years to study whereas in the States you can study as long as you want. And the degrees that you can earn are different. They have different names, they have equivalents in both countries but they are different too. And the number of years required to study to get those degrees is different. Lifestyle seems to me pretty different in the Netherlands. They stay out a little later in the Netherlands and they get up a little later whereas over here most people go to bed a little earlier and getting up a little bit earlier. At least I do.
More differences in life-style?
Well, I don't know about that because my life-style is different from the rest of the people of Arkansas. The music that they are listening to in the Netherlands seems to be different. Different artists. Apparently the Dutch students are not too familiair with some of the ones that we are familiair with but I guess that's natural. I don't know, the dress seems to be pretty much the same. The food that's eaten is a lot different. Different foods for breakfast. I'm not sure about the rest of the meals. I've heard several Dutch students made a remark that this is not what they are used to at home.
What do you think were the best parts of the program, so far?
Well, I think the discussions after our speakers. The discussion we had to evaluate what we have heard has been helpfull because everybody gets a different view. The Dutch hear the Americans view of the situation. The American's hear the Dutch view of the situation. We get to discuss. To see how different people felt about what speakers we had said and I think everybody got a lot more insight on the different subjects that we have had.
Did you ask questions during the seminars?
No, mostly because everytime I have come up of a question somebody else blat me to it. I don't know. The questions the people have been asking had a lot of thought behind them. And I felt they were partened to what was being discussed. And I got a lot out of listening to the other peoples questions and they basically wanted to know what I wanted to know. And felt the speakers in the first place did a good job of explaining things. So I didn't find too many questions and let them answer really.
So you didn't had the feeling I want to ask questions and I don't because of some reasons or so.
No. I all understood what was being said. It was pretty clear to me and I really didn't have a many unanswered questions. And most of what I might have wanted to know I think everybody else brought up to and most of the questions if I did'nt ask were usely answered during the discussions afterwards.
So you think most of the discussions behind the seminars are the best part of the program?
Yes. The workshop and the discussing we had on the bus on our way from the meetings, and things like that.

What do you think of this group? You like it to be on this group? Or don't you like it?

I'm not a group person. I do better with just a few people. Once they had broke it down into the workshops, it gets a lot better. But these people are not really rowdy. They let have everybody have a chance to talk. So, I think since everybody gets the chance to voice their opinions, it works just fine.

What do you think were the main things you learned about your own country?

I think the way the press..... I mean I know, the press seems to manipulate the siuation, but they really once they get behind something they can push it anyway. They want it to go. They have a bad habit of taking things out of context sometimes and..... I guess you can call it putting things to suit their own progress, the way they wanted it to be. I think as far as the Vietnam war goes I think the way of opinion changed. I wasn't aware that so many people were in favor of the war at the beginning. I had always heared that everybody was against it from the very start. But as it turns out, there were I guess, the majority of people were actually in favor of the war at the very beginning but it changed just gradually over the years. I hadn't realised that there was actually so little control on Capitol Hill, that so many....people of less authority could find their way around so much and go behind peoples back so easily and getting so much trouble.

Are there more things?

No, that are the main things.

Do you think this program has an influence on yourself as a person? On your thoughts, beliefs, opinions, knowledge? Or not?

Well, I have learned a lot more about the Vietnam war then I had known. And I can see a lot more now of the similarities with the Central America issue. I can see a lot more of the similarities that they are talking about now. I think the demonstrations that we have seen around town, protesting the Vietnam war or the war of Nicaraqua or nuclear arms of what I didn't realize that that people felt so very strongly about it. I mean I knew that it was going on but when you see it, it makes all the differences in the world.

What do you think was bad of the program?

Well, I can't think of anything out of my head. I mean I have enjoyed the whole program I think. The whole thing is a good idea. I think we have had good program-leaders. I think the speakers have been very good and everybody has been real cooperative. I can't think of anything you know that was inadequate or has gone wrong or wasn't right.

INTERVIEW
with a Dutch male student
Little Rock, 02.08.87.

Wat vind je van het programma tot nu toe?
Ontzettend veel indrukken. Het gevoel alsof je hier al 3 maanden bent. Wennen aan vroeg opstaan en laat naar bed. Verrassing na verbazing. Verbazing na verrassing. Ik zal het nooit vergeten denk ik. Ontzettend interessant. Heel leuk om te zien allemaal. Heel erg indrukwekkende dingen. Veel vreemde dingen.
Noem eens wat voorbeelden?
Washington was een zeer indrukwekkende stad. Zeer indrukwekkende gebouwen. Ja, ontzettend indrukwekkend. Ja, ik gebruik veel het woord indrukwekkend, misschien is dat wel het beste woord. Ja, ik denk dan aan wat Henk Dekker zei in het begin: het is een ervaring die je nooit vergeet. Ik denk dat hij daar wel gelijk in heeft. Hij was zo enthousiast en het zei: Je moet mee en dit en dat. Nou, ik heb er geen spijt van tot nu toe.
Kun je zeggen van welke onderdelen je het meeste hebt geleerd? En wat je ervan geleerd hebt?
Ik denk dat de voorbereiding heel belangrijk is geweest. Het lezen van die boeken. Ik studeer geschiedenis. Dus dan heb je sowieso al een heel andere achtergrond en dan is het gewoon heel leuk om dingen als het Congres te zien en om de vergaderzaal van het "House of Representatives" te zien en om mensen als Bremmer te ontmoeten en zo. Dat is gewoon heel erg leuk. Maar ik heb wel minder geleerd, denk ik, dan ik had verwacht.
Ja?
Ja. Ik denk dat dat vooral komt door de voorbereiding en zo. Dat het allemaal nog eens is teruggekomen in het programma. Ik volg de discussie in de krant een beetje over de taakverdeling tussen de "executive branch" en de wetgevende macht en ja, ik denk dus dat ik het meeste heb geleerd van de voorbereiding. Het klinkt misschien heel raar, maar ik denk dat dat wel waar is.
Dus.Je zegt eigenlijk dat ten aanzien van kennis en opvattingen t.a.v. de politiek van de VS niet zoveel veranderd is door het programma?
Nou, ik denk dat dat nou nog heel moeilijk is om te zeggen omdat je nu zoveel dingen ziet en hoort en dat soort dingen. Dat je eigenlijk heel moeilijk kan zeggen van dat en dat heb ik nou precies geleerd. Ik denk dat ik, als ik later terugkom, dat ik dan denk: hé, in Washington daar zat het zo en zo. Natuurlijk heb je wel dingen geleerd. Als het nou over het Amerikaanse eten is of over de Amerikaanse politiek maar het is heel moeilijk precies aan te geven wàt.
Ja,omdat je niet duidelijk kan aangeven wat je weet van de voorbereiding en wat je weet van het programma?
Ja, dat ook, maar ook omdat je je nu nog niet zo goed realiseert wat je hebt geleerd denk ik. De tijd tussen al die indrukken en dat we hier nu zitten is gewoon te kort om te zeggen van: daar heb ik nou een heleboel van geleerd.
Zijn er dingen in het programma die je heel erg zijn opgevallen of zo. Die gewoon nieuw voor je waren?
Ik vond die colonel heel leuk. Ik heb dat meer met mensen gehad, dat ik ze heel realistisch vond. Realistischer dan ik had verwacht. Ik denk dat dat eigenlijk hetgeen is, wat me het meest heeft beindrukt misschien wel. Of dat dat me het meest is opgevallen. En dat ze toch heel aardig zijn. Heel vriendelijk. Natuurlijk zijn ze nationalistisch en chauvinistisch, maar ik begin eigenlijk steeds beter te begrijpen waarom ze zo zijn. Zij zijn niet alleen nationalistisch maar ook vrij realistisch. Ze kunnen hun eigen ideeën ook onderbouwen. Niet allemaal natuurlijk.

In de Amerikaanse groep zaten ook een aantal mensen die dan gewoon zeiden van:..... En dan vroeg je waarom en dan wisten ze het niet. Maar een groot aantal weet toch wel precies waarom ze bepaalde ideeën hebben. Het is voor Nederlanders, denk ik, heel moeilijk om dat te begrijpen. We hebben heel gauw, vooral in het begin, al gauw kritiek voor kritiek en zeggen: "waarom is dat dan zo?". Ik denk dat iedereen nu eigenlijk af en toe begint te begrijpen van: hé, maar misschien is het wel logisch dat ze zo denken.

Kun je aangeven of het programma ook invloed heeft gehad op jezelf, op de taal, je eigen opvattingen over Amerika?
Ik denk dat m'n eigen beeld over Amerika is veranderd. Ik denk dat dat heel belangrijk is. De taal weet ik niet. Ik kan me redden in het Engels en ik weet niet of dat zo veranderd is. Ik bedoeld, ze verbeteren je ook niet en zo hè. Ze begrijpen gewoon alles. Dan is het gewoon al heel gauw goed. Ik denk, dat ik dan toch gewoon weer terug kom op de mensen. Dat het omgaan met Amerikanen gewoon heel erg leuk is. Zoals hier, met George en Jani. Ik heb het ook met Henk gehad over bijvoorbeeld het verschil tussen de meiden en die jongens van die Amerikanen. Dat je de jongens kan overplaatsen naar Nederland en niet zegt van: hé dat is een Amerikaan. Maar dat je dat bij de meisjes heel duidelijk kan zien. Dus toen dacht ik in het begin: "Nou, dat weet ik niet goed wat ik daar aan heb". Maar ja, je raakt in gesprek met allerlei meiden. En ze zijn wel heel aardig en ze zijn heel leuk. En ze hebben een boel te vertellen. Niet allemaal. Ja, ik vind het echt heel leuk. En ze zijn ook heel aardig. En zeker, sommigen zijn ook heel mooi. Je went aan veel dingen. Ik bedoel: je went aan mensen. Je went aan indrukken. De tweede dag bijvoorbeeld had ik iets van, toen we elkaar onmoet hadden, iets van teleurstelling: van "nou is dat nou alles?".En iets van nou ben ik eigenlijk al een beetje op ze uitgekeken, want ze hebben niet zoveel te vertellen. En dat blijkt dus wel mee te vallen.
Welke onderdelen vond je het beste van het programma? Waar heb je het meeste aan gehad?
Een aantal sprekers vond ik héél indrukwekkend. Ik vond colonel Summers heel indrukwekkend. Ik vond Bremmer een beetje obligaat. Ik vond de workshops.. ....misschien hebben we echt maar één goede workshop gehad. Dat was dus waar we meteen in discussie raakten onderling. Maandagavond. Over wat we als Nederlanders deden. Ik vind het jammer dat we daar niet 2 of 3 meer van hebben gehad. Ik denk dat dat het moment was om in discussie te raken en ideeën uit te wisselen en dat hebben we veel te weinig gehad in het tweede deel van het programma. Sinds "Platoon" hebben we eigenlijk nauwelijks meer als groep, als workshop, als gedeeltelijke groep gepraat. Dat vond ik een groot gemis. Terwijl ik dus de eerste workshop heel goed vond. Het klikte niet allemaal meteen, maar gewoon om ideeën uit te wisselen. Het met elkaar hebben over bepaalde zaken. Beckman vond ik heel indrukwekkend. Het tweede gedeelte vond ik hem matig. Het discussiegedeelte. Ik vond het te oppervlakkig. Teveel van de hak op de tak springend. Te weinig opbouwend. Teveel ideeën willen vertellen en te zeggen: van: "zo is het" en te weinig respect tonend voor de mening van anderen. Dat vond ik niet zo leuk. Het eerste gedeelte vond ik hem heel goed. Misschien kwam het ook wel omdat het de eerste spreker was die we hadden. Maar dat vond ik heel leuk. Daar heb ik de rest van de week ook wel wat aan gehad. Aan die P-woorden, C-woorden en dat soort dingen. Ik vond het leuk om de hearings bij te wonen. Ik was niet echt beindrukt, maar het is leuk om even in het centrum van de wereldpolitiek te zitten. Ik vond de verhalen van Jake en Tom heel leuk. En vooral de borrel 's avonds natuurlijk. Ik denk dat we daar misschien wel...gewoon het praten met de Amerikanen, dat je daar toch wel heel veel van opsteekt. Dan heb je wel heel kleine oogjes 's morgens, maar het is de moeite wel waard.
Welke onderwerpen kwamen daar aan bod?
Het verschil tussen Amerikanen en Nederlanders. Nou bijvoorbeeld zoals hier in huis. Ze zijn allebei een jaar jonger. Ze zijn allebei ontzettend gesetteld. Ze hebben gewoon alles. Dan vraag ik me af. Ja, wat wil je dan de rest van je leven nog? En nou over dat soort dingen hebben we het gehad. Wat minder over politieke dingen. Omdat je daar al de hele dag over zit te kletsen. En dat je dan 's avonds over cultuur, over films, over muziek en dat soort dingen praat. Dat vond ik heel erg leuk.

Vind je dat dergelijke uitwisselingen moeten worden gecontinueerd?
Natuurlijk is het een dure aangelegenheid. Maar ik vind niet dat de kosten van dat soort dingen moeten kunnen beïnvloeden. Ik denk dat het gewoon heel erg belangrijk is dat je gewoon eens ziet hoe het hier is. Dat je als stomme Nederlander vol kritiek, dat je eerst gewoon eens wat meer ziet van het andere land. En ik denk dat het daarom ook heel belangrijk is dat die Amerikanen ook naar Nederland komen. En dat ze kunnen zien hoe het nu is bij ons. Waarom zijn Nederlanders zo raar. Ik denk dat ze ons heel raar vinden. Dat ze zien waarom we zo raar zijn. Het is het c-woord: communicatie.
Waarom is dat belangrijk?
Het begrijpen van elkaars mening. Denken dat je één Westerse beschaving bent maar dat het blijft dat er zoveel verschillen zijn. Respect hebben voor andermans mening. Het weten waarom de ander een bepaalde mening heeft. Je eigen mening een beetje aan kunnen passen, of je eigen opinies over bepaalde zaken. Ik denk dat dat niet te onderschatten is. Hoe belangrijk dat is. Doordat ik nu meedoe aan zo'n programma zie je gewoon dat het inderdaad werkt. Dat het inderdaad gewoon veel meer moet gebeuren. Zelfs al is het maar dat je een maand naar de universiteit van Brussel gaat of zo om daar zoiets te zien. Het is gewoon.....Ik denk dat het verschrikkelijk belangrijk is.

INTERVIEW

with a Dutch female student
Little Rock, 02.08.87

Wat vind je van het programma tot nu toe?
Ik heb heel veel nieuwe dingen gehoord eigenlijk. Het belangrijkste thema was politieke systemen. Tot dusver wist ik niet echt heel veel daarover omdat ik daar ook nog niet zo veel dingen in heb gedaan. Het stond allemaal nog een beetje ver van me af. Dus in die zin heb ik heel veel nieuws ... werd ik mee geconfronteerd. Dat vond ik op zich heel interessant. Of ik wist van dingen gewoon vaag iets vanaf.
Je hebt het gevoel dat je kennis ten opzichte van politieke systemen is toegenomen of niet?
Ja, Het is nog niet compleet maar het is wel beter geworden. En het is natuurlijk ook zo als je echt in zo'n land bent en de dingen ook ziet, dan pak je het ook beter op. Dan ervaar je het gewoon.
Wat vond je de beste onderdelen van het programma
Ik denk de Iran-zitting.
Waarom?
Dat vond ik gewoon heel imposant allemaal. Ik heb eens gehoord wat ze eigenlijk allemaal zeiden. Je viel er zo midden in, dat kan ik ook allemaal niet volgen, maar toch. Dat je daar zo maar even een kijkje achter de schermen mocht nemen, dat vond ik heel indrukwekkend. En verder ... die laatste lezing van Robert Beckman, dat vond ik toch wel ... in het begin dacht ik echt van: "nou ja wat krijgen we nou?" Maar ik vond dat opzich wel de beste spreker, omdat hij toch wel je dwong om na te denken. Hij trok je er gewoon helemaal bij.
Daar heb je het meeste aan overgehouden?
Gewoon technisch gezien vond ik dat de beste spreker, maar echt nieuwe dingen heeft hij nou niet aangedragen. Het was ook niet echt een onderwerp hè. Het was meer algemene dingen raakte hij aan. Die praatjes van die senator, David Pryor, vond ik op zich, nou niet echt dat, dat heel erg goed was, maar dat vond ik echt iets typisch Amerikaans. Zo'n beetje een show erbij. Echt een beetje poppenkast erbij.
Dat zijn de drie beste onderdelen naar jouw gevoel: de Iran-contra hearings, Robert Beckman en David Pryor?
Dat komt het eerst bij me op.
Waren er ook bepaalde onderdelen waarvan je zegt nou dat kunnen ze beter veranderen of dat vond ik niet zo goed of een bepaalde opzet van een programma?
Ja, het kan gewoon niet bezinken. Het ging echt in een snel tempo achter elkaar. Je had geen tijd om het even te laten zakken eigenlijk. Dat het gewoon goed tot je doordrong. Dan was je al weer bij een ander onderdeel in het programma. Ja, dan heb je toch het gevoel, het gaat te snel eigenlijk. Het is echt van hup, hup, hup, achter elkaar.
Kun je aangeven in hoeverre je iets geleerd hebt van het sociale en culturele leven in de VS?
Ja, ik denk dat ik dat hier (in Little Rock) nog het meeste leer, zoals gisteravond hebben we ergens gegeten bijvoorbeeld, in een heel klein dingetje, totaal niet luxe of zo.
Een restaurantje?
Ja, Echt van die mensen met grote hoeden op en er speelde daarbuiten zo'n country bandje, het was echt te gek om aan te horen. Dat was heel leuk om te zien, gewoon, allemaal mensen, heel slordig gekleed en alles heel gemakkelijk en ze namen allemaal de tijd. Dat vond ik op zich gewoon heel leuk om te zien. Dus niet het snelle stadsleven. Heb je iets geleerd over verschillen tussen Nederlanders en Amerikanen?
Ja zeker. Gewoon al de verspilling. Of verspilling maar gewoon alles is over, alles in het groot, eetmanieren. Dat je zo maar even naar de koelkast kan gaan, "coke". En ja de luxe auto's die ze hebben.
Waren er dingen die nieuw voor je waren?

Nou niet echt nieuw, maar dat lijkt me een echt groot verschil met Europeanen. Dat ze al dat eten laten staan. Ik bedoel dat ben ik niet gewend. Nou ja, nu onderhand wel. En ja, ze zijn toch een beetje oppervlakkiger geloof ik in de omgang of zo. Alles moet er van buiten goed uit zien en het binnen speelt niet zo'n grote rol. Een beetje uiterlijke schijn. Dat is in Europa natuurlijk ook wel het geval bij sommige mensen, maar ik heb toch hier meer het gevoel dat het hier toch erger is.

Dat is iets wat jou door het programma duidelijk is geworden?

Nou, niet zo zeer door het programma, maar meer door het omgaan met die mensen de hele week. dat kwam wel naar voren ja.

Kun je aangeven in hoeverre je iets over je zelf hebt geleerd? Of dat het geval is of niet?

Nou ja, ik ben niet echt iemand die echt veel in de groep spreekt, dat wist ik al wel, maar dat is hier weer een keer bevestigd.

Kun je aangeven waar dat aan ligt?

Nou het is nu ook wel een beetje met die taalverschillen. Dan wil je het gewoon goed zeggen en dan heb je gewoon heel veel tijd nodig om dingen te formuleren en dan mis je weer iets en als je dan een vraag wilt stellen dan zou het helemaal niet meer passen of zo.

Je loopt er dan wat achter aan?

Ja. Dus ja, daar komt het misschien ook wel door.

Kun je aangeven wat je het meest bij zal blijven van dit programma?

Ja dat sowieso, denk ik. Ik denk het zien van die Mall met al die grote gebouwen. Al die grote monumenten en zo. Dat is toch wel een beeld dat mij zal bijblijven, denk ik. En de mensen natuurlijk ook.

Zal deze reis op jou een bepaalde invloed hebben?

Je leert een andere cultuur kennen, maar in hoeverre dat weer invloed heeft op mijzelf dat weet ik eigenlijk niet. Ik denk dat je dat pas na verloop van tijd kan zeggen. Ik denk dat het nu nog te dicht bij is om daar nu al iets over te kunnen zeggen. Het zijn nu meer de beelden gewoon die je bijblijven lijkt mij. Maar pas na verloop van tijd kun je zeggen ja daar ben ik toen voor het eerst mee in aanraking gekomen en dat houdt me nog steeds bezig of zo.

Dus dat is moeilijk om nu te zeggen.

Vind je dat dit soort programma's gecontinueerd moeten worden?

Ja, ik vind de combinatie van Amerikaanse en Nederlandse studenten gewoon heel goed. Die uitwisseling van ideeën en gewoontes en dat soort dingen. Dat zegt veel meer dan een boek lezen of zo, en ook nog een film bekijken. Je bent er gewoon dan. Ja, dat heeft denk ik veel meer invloed. Je leert gewoon door er al te zijn.

Dus jij zou zeggen je moet met het programma doorgaan?

ja, zeker in het kader van ... er is toch een tendens dat ze alles willen gaan internationaliseren. Nou daar past dit goed in.

Daar ben je een voorstander van?

Ja, zeker om gewoon een bredere kijk op de wereld te krijgen. Niet alleen Nederland, maar het grote geheel; sowieso reizen is heel erg goed.

Wat vond je van de groep?

Ja, het was eerst even wat wennen. Ik kende ook niet zo veel mensen eigenlijk, maar vanaf halverweg de week vond ik het echt leuk, gezelliger worden. Toen kende ik de mensen beter en toen ging je ook meer om met mensen die je meer aantrokken. Dat is een beetje een langzaam proces natuurlijk.

INTERVIEW
with an American female student
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Can you say what you think of the program till now?
I think it has been great. I think maybe it would have been better is we could have two weeks and then spread everything out over the two weeks. Then we wouldn't be so rush and so tired. I mean I'm still. But other then that the speakers were great. People were great. There were a couple of times that I was so tired that I just didn't care. But then there were people that could bring you back like Beckman. That night when he came I was so tired and I have been talking about: "there's got to be a way to sneek out of this", there's got to be a way that I get sneek back tomorrow and go to bed. And then we thought "no, everything is arranged, we got to do this, we can't back out now". So and then....He is so energetic, that I didn't even felt tired. I didn't think about it. Till after it was over then I said..... "I go to bed". Otherwise everything was really very well planned.
Can you tell what you specially learned from the segment with Robert Beckman maybe? Do you think it was important for you what he told?
It was great listening. I just liked listening to him argue. That was fun for me. But otherwise I think he is trying to get across the point that things that we want done now it's harder then we realize to pass things to the House of Representatives. That we want stuff done now. Why is it not done now. We need this. We need this. We need this. And it can't happen likt that. Because there are so many different sides to consider. I think he is also trying to say: don't just consider yourself. You know. Personal interest groups. They think: well why is not anybody helping us? If you help that one personal interest group you are hurtening ten others. So.
Can you tell me from which program segments you learned the most? And what you learned?
I really liked the Iran-Contra hearings that day. And I loved the Vietnam-day. Just because I've know really anything about it. I mean I knew what it was but not why. I don't really think anybody does why. But as far as knowing sort of how we got into it. I had no idea. I just thought we decided on let's fight a war. The ambassador of Nicaraqua was neat.
Why?
Well, he didn't really tell us anything. And he avoided every question. And you could tell he was avoiding the question. A lot of people got mad and wanted to say you are wrong! But it was a kind of interesting listening to him, because he wasn't really straight forward at all. So, it was also interesting, because there was no security. They consider themselve at a state of war with us, but there was no security. Some bomb could have come of the street. I mean I don't understand that. We went to the White House. that was neat. The day we were listening to all the senators. I don't know if that did mean to anybody else because.....That's a kind of our home.
You mean David Prior?
Yeh. I mean, I have a personal interest in that part, because my aunt used to work for him very close. My uncle is in the politics and he knows David Prior and our family kind of knows him. So that's a kind of a personal thing there. So I don't know if that means to anybody else. Beryl Anthony...I'm so embarresed! He was kind of rude. He acted like he didn't want to be with us at all. You know. It embarresed me, because he used to represent our state.
Anymore?
Oh, I have to check all my notes. I have all those notes from what I have done. I loved to go to the museums. I think there need to be more free time to really go, because I have never went to Washington before and I don't know when I want to go again. But like the art museums. All the different museums and stuff. That's so neat. Just to walk around and stuff. Georgetown is fun. I think we need just an afternoon. You know. Because we just say: "we have an hour and

a half let's go to a museum". Those museums are so big.
Can you tell what you learned? What was new for you about politics?
I don't know how to say what I have learned but I know that I have learned. More about the different opinions of people all coming together and trying to work out things. In foreign policiy I have allways thought well I don't see why the president could not go sit down with another guy and shake hands and say: "look, let's just have peace". And I thought you know, wouldn't it be simple if people could do that. I always thought: "This is stupid" and when they have all those talks and it takes months and months and months and I thought:" if the president was really good, it take a day". They could go and they could say: "Oké, we are going to do this and do that". But it don't work that way because there are so many things that are involved. And there are so many different opinions and I guess trust and all those different reasons why we can't do this and stuff like that.
That was what you realized during the program? That's new?
Yes, it is a lot more complex then what I always thought that it was.
Can you tell me whether you learned maybe something about yourself?
Yeh. Looking back on, before I even knew about this program. I read the comics in the paper and the people section, the society pages. And the things were I ever worried about were:" what I was going to do tomorrow night, who else is going to go with and what are we going to do and what should I wear. And that was that. I didn't care. It didn't affect me. It was not in any of my business. They were going to do whatever. It didn't concern me. You know. I quess I knew you are supposed to go register to vote, to take an active part. But in the same time you don't really think that you can do anything about it. I guess I learned I mean from now on I will be interested. I want to know what is going on around me, because you can take an interest in it.
You think you can do something?
I think I can do something!
What for example?
Vote, I mean before this, I mean, I guess it has been a year I guess that I should have been able to vote. I have never bothered to register to vote. My dad was real strongly about that: "you need to be an active, you know, person". I mean you can write to your senators, write to your congressman. But I think I never cared enough to do it. About things that I believed in. And I have seen all the people that sleep outside on the streets, people stayed there. That one lady was there for five years! Now, that's standing up for what you believe in!
What did you think about the group we were in?
I loved it! That was so neat! I think it was specially good that we were in the rooms together and stuff. Because that's part of the reason that I was so tired because we stayed up till three or four in the morning, just talking about just stuff, live. What did you all do for fun? You know. I mean we get into politics, and stuff, and then we get into you know what did you do for fun, what did you do when you go out, do you have a boyfriend? Stuff like that and that was just neat. To find out that we were very different but at the same time everybody is pretty much the same.
Did you expect the Dutch that they were as they were?
I don't know what I expected. I don't know. We had a lot of foreign exchange students come through Benton when I was in High School. For the most part a lot of them couldn't speak English. I didn't expect you all to speak English as well as you did. You know. And that's neat.
Did you see some differences between the Dutch and the Americans?
The Dutch seems to be very much more direct. They are not afraid to say what they think. And we noticed that right all. Because we would sit there. And we

were so scared that we would sound like totall idiots. When we didn't say anything that we just sat, there and we fried to say: well should say this, no it might like sound like a stupid idiot. You know. It was almost like you knew more about our country then we do. I never thought about it before. But you are not afraid to come out and challenge people up. We are trying to be so kind. Well I think....you know. And then people want to know why you do think that..... And then....Well, I don't know. I don't know why I think that.

Did you feel comfortable enough in the group to ask questions?

Yes. At first I didn't. Because I didn't know anybody. I think we didn't know you all. You all didn't know us. It is kind of uncomfortable at first, just meeting and then throwing together asking questions. But I think it also helped because we got to know eachother a lot better, a lot quicker. I think at the end of the week we knew eachother pretty well.

Do you think the program should be continued?

Definitely.

Why?

Because I think it's important for people not only to learn about their own government but I don't know, for me....I will never forget it you know. I mean right now. I would like to jump on a plane and go to the Netherlands and visit everybody. Because that's neat. I like to do stuff like that. I don't know, it's neat getting to be that close to people from somewhere else.

Why?

Why?. I don't know why! It's just neat. You know. I mean it's neat for me to meet people from another state and get together. I went together to Europe with a group from Georgia and there were maybe ten of us from Arkansas. And there was like fourty people from Georgia. And that first week we kept together and they kept together. We didn't want to know them. They didn't want to know us. By the end of the week we were the best friends. We have known eachother all a lot. First you experience all these things together. I mean every mess that we got in. We were in it together, and we just got to be really very close. We still write. It has been three or four years and we still write. And that two friends from New Jersey that I met we write once a month. And I have been doing it for four years. And that's the kind of stuff I like. That feels like that I still know them. That we are close enough that I can go visit. You know. And that's neat for me. I don't know if everybody feels like that but I think it's important for us to go to Washington, learn how our government works because so many people don't know. It seemed like from people from other countries really understand how their government works and I'm not sure that we ever have the time to find out. You know. We don't. And I think it's important. I don't know the different groups of getting together. I like it because you can watch it. You can see the total. The different groups. They do something together and then they become friends and the group becomes integrated. I like to watch that. And to feel like you are really part of a family, I guess, and you are a kind of because you know, while there living in a hotel while bussed around place, while all eating different food, while experiencing a lot of new things at the same time it really brings you a lot closer.

INTERVIEW
with an American female student
Little Rock, 02.08.87

I asked you what is your opinion about the program.
In the unrecorded beginning of the interview, you emphasized that especially the stereotypes were a centrale part of the discussions. That you learned about the prejudices other people have about Americans. And that you are going to think about it, by yourself too.
Then I asked you what you think were the best parts of the program
You began to tell about colonel Summers. You said well we had such a lot of information and emotion about the Vietnam war was wrong and so on, and he exposed a view showed us both sides and that you think was good. And you talked about Jefferson memorial.
Right. I just have always liked or hear to Thomas Jefferson beliefs. I have always liked to read his writings. I just think he was a person, who dealt with an internal struggle of issues of which we deal with today. About race, about the quality, several things that were at the time of the writing of the Declaration of Independence. There was such a wave of partriotism and nationalism in the United States. I think he was just so concerned that the principles that we prevaste to believe would well fold out. I almost felt that he had the sense that ne knew he would be leying the groundwork. And I just have always loved to read. He was a little bit ahead of his time. You could just tell, he was such a thinker. He was always thinking "what if" and that's just a way of thinking that I like to believe myself would do. So, I think that that experience was one I always wanted to have. Going there, to the Memorial. I have always heard that, it was just a moving to stand there and read those words with, you know, his statue there. His words have always have just been moving to me. So... And then Robert Beckman. That's another segment I liked. The first time when he came to speak, you know, he had somthing to say. He was one to get your attention. He was one using grimmick to make us start thinking. And I'm not much on g immicks, you know, and oversimplifying things. But I think he gave us several things to look for and, you know, during the week you found his ideals just intertwined everything we talked about. And you could tell he has thought about things from a lot of different angles. And some of the things he said were things you don't like to think you really are alike. It made you angry because it was the truth, you know. Some of the things, he said, that the American caracter is based on, you know...
For example ?
Well, commitment. That we are used to commitment. We say, we are not overcommitted to, but then we change our minds. That we are not deeply rooted in anything although we like to think that our traditions are sò deep. Actually they are not. They reach right next to their services. They easily pool from one thing to the other and our policies towards containment. And I can't remember now all the words. Just our agressiveness... not our agressiveness but our maybe feeling of our superiority or whatever. It's not things that you like to think of, what you feel about your country. Because I don't feel that about myself. I don't feel, you know, I as an American, better than as you as a Dutchman or, you know. And while we feel that as a country, I don't know and it's not things that you like to say that you feel. Anyway, when he came the second time. When he came out and he just started, you know, ... at the different people, you know, it just took you back you were starved by and I was very intimidated right to begin with. And I didn't want to say anything and that was his tactic. To challenge you. Not only to intimidate you. I think because I think he wanted to hear what you had to say but he was going to try to make you think why you were saying it. I found that challenging and it seems after it is over that you are almost emotionally drained because you know the topic has gotten so, so philosophical almost. So I just felt that was a neat segment. Talking with senator Pryor, I mean I felt that was a little....I like

him, you know, as a man. He is a well-respected politican. And I felt he was very diplomatic toward us and very, you know, friendly and that sort of thing. A little bit, we were a highschool group, and it almost seemed like he was talking to a highschool group, explaining the agriculture in this part of the state. "We do this.." It almost seemed a little bit to simplistic but that's the nature of politicans I think. Not get too deep. So, I just appreciated his, you know, knowing coming down and spend his time with us. And I want not really say that there are any more segments that stick out but I was overall impressed by the caliber of the speakers. To talk to an ambassador. To talk to a person, who's been involved in military policy, foreign policy, such as colonel Summers, and he is also, you know, a well known writer. I was just impressed that we were given that opportunity. So, I guess, that's what I want to say about the segments.

The worst program segments?

The worst ones? Definitely Beryl Anthony. I was very put off. I was embarresed, as a matter of fact.

Why?

It wasn't that big a deal for him to come down there. I mean it wasn't that big of a concession on his part to make that I won't say concession but a sacifice on his part to come down but he made you feel like it was. He is a representative of our state. I don't mean representative in the fact of congressional representative but a spokesman to our state and to give that image to you as a visitor as someone who didn't really take care of to be there, not that he didn't care to be there but just "I'm too busy for this". And I was just really embarresed that was the image that I think a lot of people got from that. Another worse one? There weren't too many that I just... I didn't really like the movie "Platoon". I almost felt it tarnished the experience at the Memorial. I had already gotten the message, you know. I felt so propaganda as after that was over. I really wished I hadn't gone. I mean go to it. I didn't want to experience that. I don't think I was standing away because I didn't want to. I already knew how I felt about it. I didn't need to be peruaded. I've a little regret I went. If there was any indication about how really violent it, how really horable it was. I am a little bit regret that I did say that. That is something I even cannot imagine. So, a little regret, I saw that. It was just so blatenly, critical, or whatever. There were some segments, where I just was a little neutral about. They were oké, but....You know the visit to the Dutch Embassy yesterday. I didn't know much about the history of the Dutch government or how it kind a evolved a little bit. That was helpful. I realize his position. He can't be that open with us. But when he walked into the room and he said I'm not going answer your questions. And it was obvious that he was trying not to let people ask questions. That is something that I don't feel...I mean you knew that was what going to happen. So I mean you kind just wondered what's the use I mean you could have read the history out of the little book. But I didn't dislike that. I mean I liked it, it was fun. He was interesting.

You felt more neutral about it?

Right. Right. So I guess that's it.

You told already about that you heard much about prejudices other people have about American s that you think about it. You said also, you didn't really learn as much about politics in general because you always study them. Can you say are there more things you learned which you think of that is important for you?

The topic of public opinion was something that I hadn't really thought that much of before. How really important it is that what the government does, what politics that it makes, influences, not just public opinion, but the beliefs of the public in their governmental system. When we talked to mister Godlieb it was just an interesting point he made. He said policy cannot be changed without

public opinion. One of my big questions was....I asked him as a protestor or protest movement was it his goal? To change policy, to change the attitudes of the government, to make them believe his way or was it more just to force them into his opinion whether they changed it or not? They made policy backed up on his opinion but did they really change their attitude? I don't think he really answered my question. So, I still came away with that question. He did say they were trying to change the public governmental policy but I still have that question...If you are not really....I mean public opinion is so vital. I mean it does force politicans into positions. But if you are not changing that attitude, you are not really affecting social change, you are not causing anything to happen, because it is passif action (that's two words that do not go together). It is reactio nary rather than actually seeing the policy that needs to change themselves in doing it. That's a long round about of saying, but anyway, that's one thing I thought about a lot during the week.

You can say the program raised that question?

Right. Right. Like I said before, I felt, I just like learned more about what my role will be in changing policy and I am not one for really trying to persuade some one over to my opinion. I think it is more important, and we talked a lot when Robert Beckman was here, in Washington. We talked about: is it important that everybody has the same culture to get rid of the competiveness and differences between us. I don't think it's necesarry for us all to have the same culture. I don't think it should be that way. I mean, we have different life-styles but he talked about images and I see the image of myself it can effect change. I see my role as standing between one person at this end of the spectrum and the other person at that end and who are never going to fully understand eachother but if I can be a common link between them... This sounds very broad and it's so general, but if I can try to make them understand a little more about eachother, that's what I see my role is. And we just talked a lot about that these week in different things. It was just running through, you know, the topics of the week.

In which way you want to realize that?

Well, yeh in my profession. You see, that's one thing I have never been, I don't want to say, concerned, but I have more of an opinion of doing things directly right around you. First. I am not saying I am not concerned about what's out here and involve with foreign policy, interaction with other states. But it's sò necessary to me to raise the consciousness, or raise the awareness of the people around you. In my profession right now, I am trying to make people in my own state realize what we are going have to do, to have a progress and such things as like as community development. I can make a farmer understand that he is meaningful to what goes on in this state and that he may not necessarily be a rich business man in the state or whatever. I guess what I am trying to say is if I can be intermediairy, intermediate, stand between the two, I think it's more important to try to bridge the gap between people then rather trying to bring people to the same point. Does that make it more clear? And of course that can be carried on the same way between other countries.

You mean also to inform both parties about their opinions?

Right. Right.

And let them think about it?

Right. Right. I thought about it before. It is just something I would like to be. So, I can't really relate it to anything that I have really... It's just I try to do I think in my daily life, I hope.

What do you hope to reach with this?

Just a better understanding, a better communication. People don't communicate. Even people I meet every day, you know. They just don't communicate with eachother. They are not open to each other's....

Viewpoints?
Yeh. Just being so stubborn and just seeing your way as the only way even in an office situation, at work. That your ways are going to be the only way that's something is done and that someone else's way cannot be done. It's hard to change that attitude in a person. But if I could be the person who would bring both elements, bring up a little bit of each of that attitude together. Informing both parties of the way the other one sees things. I guess I may be too pessimistic, or more realistic, than maybe is good for me sometimes, but I just don't see people on any end of any issue , the extremes of any issue, they feel their conviction of their viewpoint so much, that they just don't see the other way. They refuse to see it. I saw that, when we were talking with Sandy Gottlieb. He lacked in objectivity to me and it's because they are so concerned about their viewpoint. And that's fine, that's great. I think it's great to believe in an issue but we need people out there that can see both sides of it and inform...Just when we were talking in the groups and the same one would say something and somebody get totally offended by that... It is so easy to be defensive about you know, and then some one of the speakers would say, I see what he/she is saying and this kind of that they could mean together if they combine that. You know, I felt that sometimes during the week happened. It is all just communication and trying to understand. That, you know, not to be so defensive about your own opinion. I think.
Is it your idea that it's especially with politics so, or with all kinds of subjects?
Well, with politics but also with just your own beliefs about other peoples lifestyles. I already said once that there may be parts of your lifestyle that I might not agree with. For me. That I would not feel comfortable with my beliefs. But I respect your right to have them and not going to confront you, you know, about them.
To be tolerant?
Right! Right! We talked about that too. And, you know, is it repressive tolerance. I just don't believe in trying to force your opinions down someone's troat. I don't feel that's right.
Do you think the program has a function in creating tolerance?
I think so. I think more than anything this week, seeing each others as individuals that was important to me.
In how far did your opinions about politics change?
I don't think so. I don't think so. In the last couple of years I really went through a lot of self-evaluation about my opinions. You know I was raised in a very and very strict moral sense and there are still parts of that that I beliefe but it's because I now feel like because I fought them out. And I don't say I believe them because my dad told me to believe in or because the church told me to believe in. But I really went through. I understand why I believe it now and there are things that I have thrown away. So, I don't think I changed my opinions. I have really tried in the last couple of years to back my opinions up, to really know why I have those opinions. I have strong opinions about things. I don't think I changed that opinion. I don't think I did. And I am pretty much kept the opinions that I went with about the government, about different policies. Like I told you before I saw different viewpoints and I think I may have corporated a couple of those things of which I thought: "hé that's something I didn't thought about that before, keep that in mind when you are reading about and thinking about that". But now I don't think any major opinions of mine changed during the week.
I how far did you learn something about yourself during the program?
I have learned that sometimes, I think too much, I analyze things to depth and I think that's just part of my. I just think, I always feel I have to go the core, I have to understand this to the best of my, and I really have seen me doing this

this week. Just thinking. I'm asking myself why do I have to think about these things. Because, it's almost painful in a way. So I think I just kind recognize things about myself, because things got intense several times during the week and maybe it are just things that I do daily that I don't realize I do, but the way I do it in my daily life expanded.

Yes I understand, because it was such a short period in which things were happening so much.

Right. Right. So, I thought just learning things about myself like that, just about my thought process, analyzing things and stuff like that. I mean I don't think I learned that much about myself as an individual. You know, it didn't obviously changed something or seen something I didn't see before in myself. I saw some things, like I said, about what other people see, as me as an American, but I don't really think that's things about me as an individual. So, I would not say that I really learned much about myself. I learned some things about my image. But it really are not things about what I considered to be myself.

What do you think about the group?

When we had the group discussions? I really enjoyed those. It was a good way to pool things together that have been during the day because there were so many ideals flying around up there. And even when we didn't come to conclusion it was still a way of... There were still several things during the day to think about. And why am I thinking about, where do that come from? And if someone is bringing up that at night and we tight in whatever happened. So I really enjoyed the group sessians a lot.

Did you see differences between the Dutch and the Americans? Differences in behavior, maybe?

They were more willing to be critical right away. I don't mean that they were mean or just like that, but they were lot more willing up to bring up something, get it out in the open and talk about it. And I think that might be a part of our American caracter. We talked about it several times and joked about us, being so polite. We want everyone to like us. We don't want to offend anyone. We want to be popular. We want to be everyones friend. I don't think that's necessary bad. It's bad in the sense that you may not be completely honest with you own feelings. But I don't think it's bad to want someone to consider you as a friend. But like I said in the sense that we may have held back a little, that may have been not so ben ificial to the discussion. But then as the week went on I think there was a sort of thinking "This is not usefully. We are not completely honest", and I saw more people starting to confront each other a little bit. A confrontation of ideas. Challenging the ideas of eachother. That was a difference. I was a little surprised at mondaynight. Tom asked what are the images you brought. I was really distressed about some of the images that the Dutch students had about us! I wished that wasn't true. But it's not your fault for having them, but it's our fault for presenting them, I think. So, maybe it's a part that's changed. Maybe they don't go back with some of that images they came with. But I feel so strongly that they want us to get to know us as individuals and talk about things as individuals and not as an American or a Dutch person.

Were the Dutch students like you expected they were? Or didn't you have some expectations about hem?

In high school, I was involved in some exchange with students form Holland and from other parts of western- Europe. And my experience with them...that they were really open and wanting to know and that sort of things. So, I think I went into that not that they were going to have some things to say about us that we needed to hear. And so I don't think that I was really that surprised that they did say or what they felt.

Do you think they should contiune this program?
It was a wonderful program. Just the ideal of exchange. I hope that we were a kind of project that they thought was useful. If we were the quinypees, I hope we were useful for them. And I hate to think that our participation during the week would leave them not to do this again.
Why do you think it is important?
The world gets smaller. We have so much more interaction with each other. And interaction is not necessary communication or understanding. We are being forced to work with one another or being in contact with each other. And it's just going to be so important we are able to communicate with eachother. That sounds so goody, goody or whatever. Just the whole ideal of understanding that we think differently. I think people go into interactions with other people thinking that they have the same understanding of the situation that they do and that's not true. So, it is necessary to understand that we are coming in with different opinions and different views and that's really stereotypical and it's really egocentric on your part to think that other persons are going to have your views or that other countries are going to have your views.

INTERVIEW
with an American female student
Little Rock, 02.08.87

What have you learned from the program?
Well, in Washington I learned a lot about my government. It was a big of an opportunity for us, Americans, to go to Washington, as it was for the Dutch.... I learned a lot about the Netherlands in general. But more than that I learned more about the people. And now, after three weeks, I have learned that we are not so different as it seemed like in Washington. In Washington everything that was stressed were the differences. That was real tense. Now that we have been back in Arkansas we have got to be more friends than just counterparts. That mainly it's just I learned a lot more about Arkansas because I had a lot of opportunity to see some things. And really we had just more fun. In Arkansas, in relaxing time, we talked and I think it's just important as all we did in Washington. It has given me a lot of incentive to keep pursuing my degree in international studies, because it has been a real experience and it has given me a lot of new ideas and ambitions. One is to go hitchhide with one of the Dutch students when we come to the Netherlands next year. The program has just opened my mind up to hearing the ideas of the Dutch students. They are the same as mine but their world is so different. It is hard to explain. It has opened up my mind to a lot of different ideas and a lot of different ideas of thinking. And it helped me to accept some ideas I don't agree with. I have learned to do that. You know. Sometimes, if you don't agree with ideas you don't accept them or you just think they are weary. But, in a situation like this, you learn to just accept ideas because they are different and they don't have to be yours and you respect them. That, I think that is a good thing to learn.
What have you learned about politics in the USA?
Well, I learned a lot about specific things things like the Vietnam War. I didn't really learned anymore about the American foreign policy which was in one of our case-studies that I didn't really know. I still don't feel I know as much about that as I should. I don't think it was in this time in a narrow ....way for me to really grasp it, like the Vietnam case study was. But I am glad that we did that case study because that is something that I should have known about a long time ago. But overall, you know, I can't really name specific things. Overall, I did get a better grasp on the way the government works.
Have you learned something about the American people?
We didn't know each other before we came. And we are all so different. And then you have the Dutch students and they are all different from each other. And then you have all these different people running around. And sometimes it doesn't matter whether they are Dutch or American. The other person you are speaking to can be so different. I learned that I seem always to think that people from the same areas in Arkansas are the same, but it is amazing how different everybody in this group is. It's kind of funny now. I can't see how we are all got together in one place really. It's kind of funny that way.
Can you tell me what you learned about the Netherlands?
Not very much. I hate that. Because we should have focused on that a lot more! I learned a lot about the stereotypes that we have on through. The wooden shoes. The windmills. I ques I have learned a lot. Now I have a general idea of how it would be like that. Just from hear and talk. I know about what the areas look like and how they interact into their university with each other. What religion is to people of my age in the Netherlands. How they feel about issues facing relationships with adults.
From which program segments did you learn the most?
Some of them, when I am honest, I didn't really get much out of them. Except of just enjoying myself being with everybody.
Which ones?
I didn't get much out of the first formal thing we had here in Arkansas at the

Convention Centre. Still I got something out of it because we were here with everybody and I don't think you can go by any day without talking with each other and not learning something. So, I wouldn't say any session has been total loss. It's alle have been benificial in some way.

Did you learn something about yourself?

I learned a lot. More confused about myself. It's funny. You have your own ideas and then you hear other people's ideas and when they are confused about the same things and you are still confused all over again.....For example. The Dutch student and I we have been talking about our family's and our majors and everything. And our situations with our parents and with our family's were the same. Here we were so from two different worlds and we both had the same problems. As like her parents didn't really understand her goals in school, where as mine don't either. They have a hard time of what I'm doing because it will not come out of this specific profession. I will not be a doctor, a lawyer or something with a set job. It's more of a career of something that you make for yourself and I have a hard time with that. And she said that hers did too and with her parents strictness she has the same problems as I do. Their ideas are good but we do not always follow them. A lot of times we do feel bad because we don't and we both came to the conclusion that you are not bad or wrong just because you don't follow your parents ideas because we try to form our own just right now. So I learned a lot like that.

It confused you?

It confused me because, you know, I didn't talk to anybody about that. I put more ideas into my head.

Does the program have influence upon your study?

I love Washington DC. I want to go back and dealing with international people. And I think I learned a lot there because we communicated in tense situations in Washington. Where we were almost opposing eachother as the Americans against the Dutch. And it's all important because you are dealing with somebody who is translating a language. And you learn they are not exact translations, that things can get confused, and that there's a lot of things you've got to consider in dealing with somebody who is not of your nationality.

Do you think they shuold continue the program?

I think it was great. I have seen it: the change in a lot of minds within our group. It gives a lot of us more ambition and more goals. It is given their more incentives into their studies and in school. It has helped us so much. And it can help others. It is important to know how to deal with people. I mean, like I said, our Arkansas group is so different. We had to learn to deal with each other and then to deal with the Dutch and then to deal with all the seminars and speakers and everything we had to do and it's just a learning and growing experience.

Last question. What do you think about international cooperation?

International cooperation? I think it is a must. For I just think it should be and that's really others are too and I know it's difficult sometimes but then other times I wonder what has to be so difficult because we are just people. You know. That's one thing you know that comes to the conclusion here whether you are Dutch or you are American. You are all humans and you all have your little quirks but you all have the same feelings and I think we had to have international cooperation.

INTERVIEW
with a Dutch female student
Little Rock, 13.08.87

Wat vond je van het programma in Washington?
Nou dat vond ik héél geweldig. In heel veel opzichten ontzettend goed. Zowel wat betreft de inhoud van het programma, de sprekers die we kregen, de discussies die we hadden. De begeleiders van het programma vond ik héél erg capabel. Echt verbazend goed. En, ja, de sfeer was heel goed. Ja, ik vond het een heel geweldig programma. Ik had nooit gedacht dat het zo goed was.
Wat vond je er goed aan?
Wat me het meest heeft gedaan is het bezoek aan het Vietnam Veteranen Memorial. En ik vond de beide lezingen van Beckman heel goed. Dat vond ik de 2 emotioneel meest veelzeggende bijeenkomsten.
Wat vond je het minst goed?
Misschien was het programma iets te enerverend. Ik zou het heel leuk hebben gevonden als er meer pauzes in geweest waren. Het was allemaal nieuw voor mij en ja, je moest je aandacht er heel goed bijhouden. Ook vanwege de taal. Dus ja, er kwam wel veel op je af. Een extra pauze of wat meer zwemmen of zo, dat had ik wel heel leuk gevonden. Gewoon om te verwerken wat er allemaal over je heen komt.
Vind je dat het programma wat meer uitgesmeerd moet worden over meer dagen
Misschien zou dat beter zijn, maar misschien zou dan tegelijkertijd het flitsende er dan wat afgaan. Kan zijn. Ik weet het niet. Op zich was het een perfecte week. Vooral qua sfeer. Het was lang genoeg ook om de spirit erin te houden. Misschien is dat anders als er nog 2 dagen aan vastgeplakt worden.
Kun je aangeven wat je speciaal goed vond aan het onderdeel van Robert Beckman?
Dat op de tweede avond vooral de grote politieke issues op een persoonlijke manier teruggebracht werden. En toen kwam centraal staan de vraag wat je er zelf aan kan doen en wat je eigen houding daar tegenover is. En dat is iets wat mij heel erg bezighoudt. Ik vond Beckman heel positief uiteindelijk. Dat spreekt me aan. Een inspirerende man vond ik hem.
En het Vietnam Veteranen Memorial?
Nou we hebben daar toen een veteraan gezien die ontzettend geflipt was. Daar werd je niet goed van. Dat sprak meer dan een heleboel boeken die je erover kunt lezen, en een heleboel films die je er over kan zien. Want dan zie je iemand in werkelijkheid en de gevolgen. De gekte in levende lijve. Zoiets. We schrokken er ook ontzettend van.
Het programma in Little Rock. Wat vond je daarvan?
Nou het programma vind ik hier niet geweldig. Vooral de organisatie hier is heel slecht, vind ik. De voorbereiding hiervan lijkt ook minimaal te zijn geweest. Coördinatie tussen professoren en studenten is ook een heel zwak punt. Maar ik vind het allemaal niet zo erg, omdat ik hier een hele leuke tijd heb en ik ervaar het ook meer als vakantie. Vooral na Washington sta ik niet meer zo te springen om weer een politieke diskussie aan te gaan of zo. Ik vind dat je op deze manier, door bij de mensen thuis te zitten, ook wel heel veel meemaakt van het Amerikaanse leven.
Wat vond je goede onderdelen van het programma in Little Rock?
Goed vond ik het uitstapje naar Memphis. De folkmuziek gisteravond. En vanmiddag de meeting met de global studies teachers.
Waarom vond je dat goed?
Memphis vond ik gewoon hartstikke leuk om mee te maken. Ik heb heel veel van de sfeer daar geproefd en heel veel van de stad gezien. Heel interessante stad lijkt me het. Gisteravond was ook weer een stukje van het culturele leven van de Amerikanen. Met name het publiek. Niet eens zo zeer de show. Hoewel die was ook al bizar genoeg, maar ook het publiek dat daar komt. En vandaag: dat was gewoon een heel verrassende ontmoeting met die leraren. We hadden niet verwacht hun daar aan te treffen. En we hebben toch heel interessante diskussies gevoerd.

Waarover?
Over het vak maatschappijleer. Wat hier dan het vak maatschappijleer ongeveer is. En vooral van de kant van de Amerikaanse leraren was er heel veel interessants. Dat vond ik opvallend. Ja. Jammer dat we zo weinig tijd hadden. Ik had nog wel met veel meer mensen willen praten. Wat ik echt jammer vind, is dat het jammer is dat we niet de andere kant van het Amerikaanse leven te zien krijgen. Dat gold eigenlijk ook al voor Washington. We hebben toen even in die ene wijk rond gekeken. Het was gewoon een compleet ander beeld van wat wij verder zagen in Washington. Dat was die arme negerwijk. Nou hoorde ik vanmiddag, dat er even buiten Little Rock een negergemeenschap is, die politiek heel actief is en die ook een heel belangrijke politieke leider heeft, vergelijkbaar met Jesse Jackson. Het was natuurlijk hartstikke leuk geweest als we daar ook naar toe waren gegaan. Dat vind ik dus wel jammer. Want als mensen mij straks vragen: "Hoe was Amerika?", dan ben ik geneigd om te zeggen: "Nou, heel welvarend". Maar dat is niet waar. Want je hebt juist in Arkansas...Arkansas is één van de armste staten, maar ik heb er niks van gemerkt. En dat vind ik bijna kwalijk.
Dat vind je een gemis?
Ja. Je krijgt dan toch het gevoel dat je een beetje voor het karretje gespannen wordt van alle toeristenbureau's. Zoals vanochtend werden wij dan gefilmd in het Capitol. Daar komt dan een flitsende spot van op televisie. Zo van: "Kijk es jongens, we hebben Nederlandse studenten, allemaal prachtig en mooi". Ja dat geeft dan toch geen goed beeld, denk ik.
Van welke onderdelen heb je het meeste geleerd?
Ik denk dat ik het meeste geleerd heb van toch het hele verblijf, de home-stay visits. Ik vond dat heel erg goed. Ik heb het heel erg getroffen met mijn gastgezinnen. Mensen waren ontzettend gastvrij en aardig. Lieten je heel erg je gang gaan. Vond ik ook wel heel erg kenmerkend. Ze hebben niet dat hele plichtmatig gezellige, wat wij als gastlieden weleens hebben. Maar aan de andere kant vond ik één week ook wel genoeg om bij iemand te zitten. Veel langer hoeft ook niet. En ik vraag me zelfs af of het niet beter was geweest dat het hele programma hier wat korter was geweest, bijvoorbeeld 1½ week. Hier in Little Rock. Washington was perfect uitgebalanceerd als programma. Zo zou je misschien in Little Rock na 1½ week uitgekeken zijn. Tenzij je nog een veel intensiever programma draait. Een heel veelzijdig programma biedt. Steeds nieuwe dingen laat zien. Nog veel meer uitstapjes en zo.
Dus het hangt samen met het programma hier in Little Rock?
Hangt het wel mee samen maar het hangt ook samen het het groepsproces an sich. Ik bedoel mensen zitten nu al heel lang bij elkaar. Op een gegeven moment hebben mensen weer behoefte om even op zichzelf te zijn.
Kun je aangeven welke onderdelen je niet zo goed vond?
Nou ik heb niets geleerd in de County Court House. Daar heb ik helemaal niets geleerd behalve dan dat je rechtspraak en wetgeving op verschillende niveau's hebt. Maar dat wist ik eigenlijk ook al. Maar verder heb ik daar niets geleerd. Ik vond het heel wazig wat daar gebeurde. En vanochtend in de State Capitol heb ik ook weinig geleerd. The Board of Directors, ik kan nou niet zeggen dat ik daar nou veel meer inzicht op heb gedaan.
Vóór de vergadering van de Board of Director hadden we toch ook nog een programma
Dat vond ik redelijk informatief. Ik had wel moeite met het volgen van de spreker, Dr. Nunn. En die twee dames waar we toen een lezing van gehad hebben, dat vond ik wel heel leuk. Maar dat kwam zo snel en zo flitsend. Het was ook zo kort. Dat ze net niets verteld hebben. Ik heb zelf heel veel aan een duidelijk schema voor je neus, met: waar zitten we nu eigenlijk. Het kostte mij een hele tijd om er achter te komen waar ze het nu over hadden. Om echt de diskussie te kunnen volgen moet je echt een paar dingen op een rijtje hebben.
Nog meer dingen?

Ik heb ook echt niet razend veel geleerd door een dag aan het strand te liggen. Maar het was wel heel funktioneel en wel hartstikke leuk. Dus, je kan niet de hele tijd spreken in termen van cognitieve vooruitgang.

Kun je aangeven of en in hoeverre het totale programma invloed heeft gehad op je kennis en opvattingen t.a.v. de politiek in de Verenigde Staten?

Ja, een paar dingen. In de eerste plaats is het voor mij veel gecompliceerder op geworden. Met name de buitenlandse politiek. Verder heb ik veel duidelijker besef gekregen van de grootte van het land, de afmetingen en wat het voor invloed heeft op de politiek. En gewoon heel veel feitelijke kennis over het politieke systeem. Heb ik vooral in Washington gekregen. Daaruit volgt dan voor mij dat meningen in die zin veranderd zijn dat ik daar minder duidelijkheid in heb voor mijzelf. Omdat het allemaal zo komplex is, is het gewoon heel moeilijk om er één mening op na te houden. Omdat de zaak veel kanten heeft.

Kun je aangeven in hoeverre het programma invloed heeft gehad op je kennis en opvattingen t.a.v. het sociale en culturele leven in de V.S.?

Nou, veel is bevestigd. Vooral in de omgang, de manier waarop, de stijl zeg maar. En ook het gebrek aan sfeer wat ik verwacht had. Ik verwachtte een soort gebrek aan smaak. Weinig smaak. Nou, dat wordt heel vaak bevestigd. Zowel in de manier waarop de mensen zich kleden, als hoe het land eruit ziet, hoe de steden gebouwd zijn, en dat soort dingen. En daaruit volgt ook voor mij dat er ook heel weinig sfeer is te vinden. Veel minder, noem maar een keer een dwarsstraat. Je gaat naar Griekenland. Wat je daar echt proeft is een enorme sfeer. Dat vind ik hier niet. In die zin is het wel bevestigend geweest. Wat toch wel een ontdekking was, vond ik, was dat Amerikaanse jonge mensen uiteindelijk net zo zijn als wij. Ik bedoel het is een ongelooflijk open deur en je kan er ook verder niks mee, omdat het zo algemeen is, maar toch, ja, we zijn allemaal Westerlingen. Ik beschouw hun als een stuk welvarender en ook wel wat verwender dan wijzelf zijn, maar ja, dat zijn maar gradatieverschillen en niet echt wezenlijke verschillen.

Dat had je niet verwacht?

Ik weet niet precies. Dat is hoe ik er nu over denk.

In hoeverre heeft het programma invloed gehad op (kennis en opvattingen) over jezelf?

Nou, wat me verbaasd heeft over mezelf, is, dat ik niet zoveel moeite had om lang met een groep op te trekken. Dat had ik niet verwacht. Ik vind het een ontzettend leuke groep. Ik heb er heel weinig moeite mee gehad. Bijna niet. Dat vond ik wel een ontdekking.

Heeft dat denk je ook invloed op je functioneren in andere groepen, óf niet?

Dat weet ik niet. Ik zou me nooit laten weerhouden om met zo'n reis mee te gaan, ook al moet je zo lang met zo'n groep optrekken. Het is sowieso niet overkomelijk. Maar ja, ik ben toch wel heel erg op mezelf ingesteld. In die zin, dat ik altijd m'n eigen gang ga, en dat doe je gewoon nu drie weken achter elkaar niet. En dat valt me gewoon reuze mee. Dus dat ben ik wel over mezelf te weten gekomen. Verder kan ik dat zo niet zeggen wat er specifiek veranderd is.

Heeft het programma invloed gehad op je ideeën t.a.v. internationale samenwerking of niet?

Die heb ik altijd heel belangrijk gevonden. En dat wordt nu in hoge mate bevestigd. Dus daar ben ik het belang nog meer van gaan inzien.

Hoezo dan?

Omdat.... Kijk dat is mij het meest duidelijk geworden door de Vietnam case en eveneens door de Iran-toestanden. Dat, wanneer landen gewoon puur egocentrisch opereren en gewoon hun eigen gang gaan, stilzwijgend, er vroeg of laat gewoon een heleboel ellende boven tafel komt. Ik denk, dat, wanneer landen zich veel meer gaan bundelen, zich samen sterk maken voor iets, dat we dan gewoon naar een betere wereld toegaan. Ik denk, dat je vooral door onderlinge afhankelijkheid een heel end kan komen. Ja, dat is ongeveer wat ik bedoel.

De laatste vraag. Vind je dat dit soort programma's moet worden gekontinueerd?
Jazeker.
Waarom?
Nou dat ligt in het verlengde van wat ik net zei van internationale samenwerking. Elk land is erbij gebaat, dat ie weet wat er in zijn omgeving gebeurt. En dat dus ook de burgers van dat land daar inzicht in hebben. En wat vooral heel belangrijk is om de gangbare vooroordelen uit de wereld te helpen.
Waarom?
Nou dat is nou nog niet eens zo belangrijk tussen Holland en Amerika. Maar ik denk zeker in de toekomst tussen Rusland en Amerika, lijkt me gewoon ontzettend belangrijk. Dat mensen er maar eens achter komen dat ze allemaal mensen zijn en uiteindelijk allemaal dezelfde idealen hebben. Dat ze die samen zullen moeten verwezenlijken, die idealen. Ja, God wat een cliché.

INTERVIEW
with an American male student
Little Rock, 14.08.87

What did you think about the program in Washington?
I think it was really great. I enjoyed the entire week. I was very tired when we got back to Little Rock because it was so intense. I have no negative comments to make as far as the Washington program concerned. It was very well organized. The people who were in charge of that portion of the exchange were very knowledgeable. Very helpfull. And they were a lot of fun to be with, you know. I have only the best things to say about Jake, Michael and Tom and Dan and everyone else who was associated with that part of the trip. And I would recommend that they do continue that and doing everything that they did that week that we were in Washington. Some parts of the program were not as interesting to me as I wish they had been. For instance the lunch with Beryl Anthony, the representative of Arkansas. I believe many people were not very satisfied with that. I wish we would have been able to speak with Dave Bumpers, but I understand there were schedule problems and that it was not possible. But we did enjoy listening to David Prior. And that was very entertaining. They gave us a very good overview I believe of not only the political activities of Washington but also the life-style. So I enjoyed that week very much.
Can you tell me what you think were the best program segments? You named already the seminar with David Prior. Are there more?
I enjoyed the work that we did in the relation to the Vietnam War.
Why?
Well, because it is still a kind of a controversial issue and with the recent developments of you know, the memorial being constructed, the controversy over that and the displeasure and dissatisfaction over so many deads. Going to the memorial, having a confident speaker with us, a guide who knew the situation and being able to talk with some of the veterans who were protesting in front of the memorial. I got a better overview over the entire situation, you know.
Are there more programsegments from which you say that's where I learned the most from?
I don't know. I didn't actually learned anything but I thought the segment with Sandy Gottlieb I enjoyed that a great deal. I thought he was very interesting. I thought it was interesting because he was one of the major protestors in the 1960's and I imagine in that time he was probably a long-haired hippy, you know. Wearing the peace-sign and now he is a kind of conservative middle aged man, you know, that you would never believe actually involved in any protest or demonstration. That was a kind of the "hippy goes yuppy type", you know. I thought that was rather amusing to see him. From the former life-style to while he is adapted to and probably had grown up quite a bit.
It was more that you enjoyed it then you did learn anything from him?
Yes. But I enjoyed that part.
What were in your opinion the most bad program segments?
I think, the lunch with Beryl Anthony was a sort of disappointing. That was probably one of the worst. I felt that he didn't had enough time to devote to us and he wasn't quite sure exactly what we were doing in Washington that was my impression. I can't think of another worse segment. I would have liked to devote a little bit more time to questions to colonel Summer who spoke with us. I enjoyed the speaking he gave to us and I wished there was more time.
Why did you enjoy that segment of the program?
He wasn't what most people were expected a military person to be like. He was much more fortright.....and outgoing and more willing to disclose his knowledge of things and able to look at the government from an objective point of view. So I enjoyed that a lot. It was surprising.
Oké, more worse program-segments?
Well, that's about it. I can't think about anyone what I didn't like.

Oké. Then the program in Little Rock?

Oké, I regret it was not planned more fully from the start. That the students were not allowed to get together before we left to Washington to meet eachother and make some plans and being more actually involved in the planning of the formal schedule with the university officials. I mean when we got back to Little Rock there were several schedule changes that we get go through and that did cause several problems. I think some of the planned activities they had were very interesting and they did give a good overview of county and local government. For instance the Quorum Court meeting and the meeting of the Little Rock City Board of Directors. I wish they would have given us more background information prior to those meetings. And the person who conducted the tour through the Court House bilding, she was not very helpfull in providing information exactly about what her job is. She was a good tourguide of the Court House but as far as giving any background info, her job, and what the Quorum Court did exactly and how they came about decisions, she was not very helpfull. The tour of the State Capitol, I liked a lot. I wish it came earlier in the program rather then on the last day. And again the hostess, the lady, who conducted the tour around the Capitol was not very helpfull and that was a kind of embarrassing but because several questions were asked to her which she was not able to answer. And that was apparent to everyone that she was kind of insure about a lot of things. And again I wish we had a little bit more background information and been able to have more time to ask questions. And several of the Dutch students were wondering: well how many state senators are there, and how many in the State House representatives? We passed several offices. They were curious about but we were not able to go into the Secretary of State cooperation devision. The Uniform Commercial Code and the State Treasure and things like, which is a very superficial tour without much dept.

From which program segments you learned the most?

Personally I learned a lot from the Quorum Court and the Board of Directors seeing, because I have background in it and I was more aware of what was going on. I never attended those meetings and so I found that particularly interesting. I enjoyed going to Territorial Restoration. I thought that was a very good segment. I think that should be continued. The museum itself is very well organized. Good tours. And I found it interesting as a native of Arkansas. I think that some of the Dutch students found that too. Because it was a tour, you know, well done.

That were the best parts in your opinion? You learned the most of it?

As far as the formal schedule concerned. I think the best part actually was the home-stay. I wish there would have been more time devoted. So the Dutch students could actually experience home-life in the typical Arkansas household. There was no time at all for free-time pratically not at all and I regret that a lot. I think it would have been a lot more enjoyable for everyone concerned if there had been a little bit more time to just spend with your home-stay hosts.

You mean more individually?

Yeh, not quite as many planned groupactivities. I think because some of those groupactivities the rescheduling of those things caused so many problems and if the home-stay people had been allowed to have a little bit more freedom in what they had planned to do, it might have been more enjoyable. But I also understand that several of the Dutch students were not totally satisfied with their home-stays.

So for them it was good that there were many planned activities. I don't think that the people at the University of Arkansas at Little Rock were quite of selective in choosing there home-stays, they possibly should have been. Because it worked out that several people who participated in the Washington trip did not host a foreign student and did not provide housing for them at all which was in the contract that we signed or the agreement. And it was my understanding that

we would be responsible for finding a place for them. Well, this was not fulfilled and as a result there were several people who ended up keeping many more students then they originally planned on. That was difficult for that people.
What do you think were the worst segments of the program form which you didn't learn anything?
Let me think of that. I didn't care to much for the Central High School Tour. That was not what I had expected it to be. I thought we would discuss a little bit, not a great deal, but just slightly the problems of Central High in the 1950's. Going a little bit to the background, I've had that in high school and in college history courses and I am a little more familiar with the background story itself. But many of the Dutch students that's the only thing they know of Central High School is the racial problems that happened there. And when we went into the highschool itself we thought we would hearing a lecture or a speaker, someone who is knowledgeable on this subject and able to retell it to us, but it was merely woman, who did a very good job, she works for Little Rock Schooldistrict, but it was obviously she didn't wanted to discuss the racial problems at Central High School. Because as she said it was a black mark on Little Rock, on the public school system and she didn't feel comfortable to discussing that. The only thing that she did talk about was the current school system in Little Rock, public schools. And I felt this was one side. She works for the school system and it was not a very objective discussion of public schools in Little Rock. I was a kind of disappointed that we didn't have as much time we orginally had planned. There was misunderstanding. And we had less time at the school then we orginally thought we would. I was expecting a tour of the school because it's a beautiful bilding and I have never been there and I thought that would be a big part of the day but as it was we were only in the music room in the basement for less then an hour, listening to this woman shows slides and say how great the Little Rock school system was which was not what we expected.
So that was in your opinion a program-segment from which you didn't learn anything?
I didn't learn anything. I think it was a dissappointment to me. One of the things, going back what I did enjoy, was the tour of the Arts Center. I think many people did enjoy that a lot. One of the Arkansas home-stay students, and her parents had arranged for the director of the Arkansas Arts Center to personally guide us on a private tour of the Center and took us back to the storages, showed us several paintings and exhibits that not were currently being shown, and gave us an excellent tour of the Center and a lot of background which I considered was very interesting.
Can you tell me in how far you learned and what you learned about politics and policies in the U.S.?
I learned that policy is much more bureaucratic than I first thought. And it is much more controversy even within the government agencies and the governmental official politicians, then I had expected as far as the actual running of the government and the actual making of foreign policy. I learned not very much.
Do you think there was a change in your opinions about politics in the U.S.?
Not particularly . In Washington, it seemed the history of certain events what was concentrated mostly on Vietnam and the background of the Iran-Contra which everyone is familiair with. Rather than the making of actual current policy. Much time was spent on Vietnam, the causes and the opinions leading up to that. As far as contemporary policy making is concerned, I don't think my opinions are changed at all.
Can you tell me in how far you learned something about social and cultural live in the Netherlands? Or maybe in the U.S.?
I learned that the differences are not so great as I may have expected. The peo-

ple of the Netherlands are very similar to the ones in the U.S., except from a very few superficial differences. Basically it's the amount of things that we have which is so different as I believe. The number of cars pro family, the microwaves pro house, those are the major differences. I have really learned that people are the same all over and that once you get pass the slight differences in may be appearances or dress, you know, or speech, we can get along very well. We have a lot more in common then I first suspected. I have made some good friends on this trip from the Netherlands and I'm looking forward for going visiting them. As it seems the other portion of this trip is not going to be held as it was orginally planned, some people and I are still hoping to go to the Netherlands next summer.

Do you think there was a change in your opinions, in your ideas about how Dutch people live and act?

Well, I didn't really had some preconceptions. I kind of expected them to be all big, blond people, which they are not. I'm sure they had probably had several stereotypes of Americans which we totally destroyed when we met eachother. But, as far as the culture and personality characteristics, I didn't had any contacts with Dutch students. And the Netherlands are not a country that is very much, you know, in news in Arkansas. So, I didn't have a lot of information before the trip.

Do you think you learned a lot about the Netherlands?

Not as much as I would have liked. Going into this exhange, I thought there would be an exchange. With the American students learning not as much about Dutch government, but at least some what I have hoped that there would be more discussion on current Dutch political activities and policy, which there wasn't. Basically the things, that I did learn, dealt with the average people, their life, maybe a little history but not much on the governement at all, which what I would have liked. I wish there was been more time spend on that.

Can you tell me in how far you learned maybe something about yourself during this program?

I learned basically that I am not as different from these people as I might have suspected I would be. And that our life-style is not as different. I have many of the same likes and dislikes as the Dutch students.

Is that something which changed through the program?

It never really changed because I really didn't had any preconceptions beforehand, but it's just something I realized during the course. Maybe it was something I wasn't aware of beforehand.

Have you learned about other things?

I have learned that the Dutch students seemed to be much more aware politically on global issues than the American students are and myself in particular. I think that I would like to take more of an actual interest into these topics and that's something that is changed. That I would like to learn more about current affairs and particularly the ones involved in the Netherlands and the US-Netherlands relationships.

Do you think this kind of programs should be continued?

Yes. I do. I think that basically it's an excellent program and that it has the capability to become even better. Just with time. You know, I understand this was just an experimental program. You can not expect to go everything perfectly well or smoothly, and I would recommend the contiuation of this program. Maybe even seen it grow more.

Why? What kind of arguments would you give to subsidize this program?

That the best way to form good foreign relationships is to start with the young people, in the areas that might not necessairely be associated with an international exchange, like Arkansas, some of the Mid-Western States. I think those are the areas that have a lot of stereotypes and cultural misconceptions. That if

you start young enough and bringing different kind op people from all of the world together that it will lead to better understanding and involvement on the part of the American students.

You think especially at these regions?

Yes I do. Because the Southern states and Mid-West usely are not involved with internationale affairs. It's not necessarily a lack of interest but it's just through a lack of involvement and by sparking this involvement, you know, with the younger people. I think it will be a cue to a better understanding to continue, to grow, and that could have much benefit for the future.

Why is that a benefit for the future?

By learning people to realize that people of different countries are not as different as they might have first suspected. American students can, you know, enjoy and have a lot in common with foreign students and vice versa.

Thank you. Do you want to add something maybe?

I just like to say again how much I appreciated of being a part of this program. I mean I would recommend it highly and I hope you are able to continue it. The Close Up staff from Washington was excellent. I can only say again how much help they provided and there's really good people to be involved with and I hope they have enjoyed the program as much as we have.

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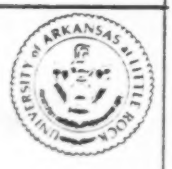

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